DOCUMENT RESUME

ED 188 851 RC 012 133

AUTHOR Carter, James D.
TITLE A Descriptive Study of the Ex-Campers Completing the Eckerd Wilderness Program Between January 1, 1972 and December 31, 1975.
INSTITUTION University of West Florida, Pensacola. Educational Research and Development Center.
SPONS AGENCY Jack and Ruth Eckerd Foundation, Clearwater, Fla.
PUB DATE 19 Oct 79
NOTE 149p.; For related documents, see RC 012 131-132.

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS Academic Achievement; Camping; Cooperative Planning; Correctional Rehabilitation; Crime; *Delinquent Rehabilitation; Elementary Secondary Education; Experiential Learning; Females; Followup Studies; Human Services; Interviews; Learning Activities; Males; *Mental Health Programs; *Outdoor Education; *Participant Satisfaction; *Program Evaluation; Racial Differences; Rehabilitation Centers; *Resident Camp Programs; Sex Differences; Student Attitudes; Student Attrition; *Student Characteristics; Tables (Data)
IDENTIFIERS *Eckerd Wilderness Camp; Florida

ABSTRACT

In an effort to assess program effectiveness, demographic data derived from institutional records on 335 emotionally troubled youth who had participated in the Eckerd Wilderness Program were analyzed in terms of interview data derived from a random sample (32 males and 32 females) of youth enrolled in the Eckerd camps March 1, 1968- December 31, 1971. The static instrument yielded data on age and school grade at entry, sex differences, race, referring agency, family, number of convictions prior to camp entry, etc. Results of the interview indicated ex-campers felt: camp staff took a special interest in them; a desire to become better persons; trips, problem solving sessions, family conferences, and pow-wows were helpful while in camp; the Eckerd program was superior to other program experiences; failure to achieve personal goals was due to their own actions while achievement of goals was due to camp atmosphere; the most valuable skills learned were controlling temper, handling problems, talking out problems, and getting along with family; they would want to return to camp if in trouble again and would refer friends. Post-camp statistics on the ex-campers indicated: 37% received no assistance from camp personnel; 94% returned to school, averaging 1.6 years in school after release (21.6% graduated); during the first, second, and third years after release, 68.8%, 65.6%, and 68.8% respectively, had no legal convictions; 78% were currently employed, 17.2% married, and 12.6% divorced. (JC)

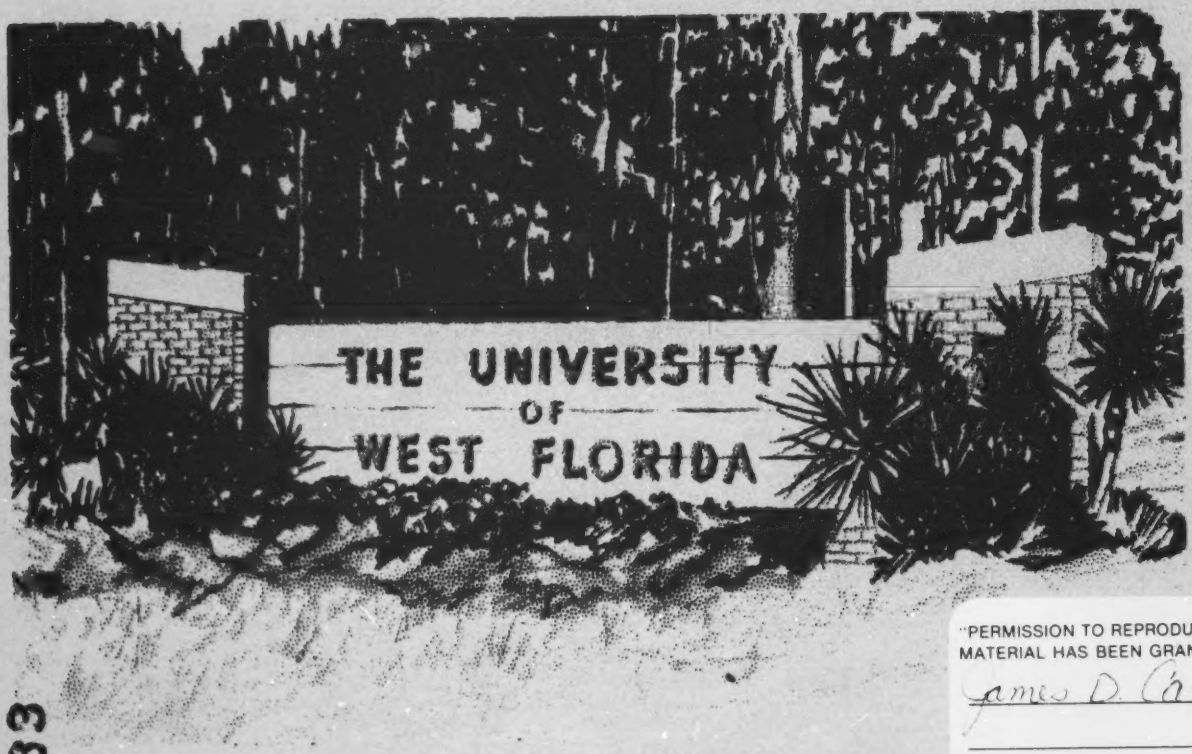
****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED188851

City of Five Flags

ERIC/CRESS RECEIVED JUL 1980

A DESCRIPTIVE STUDY OF THE EX-CAMPERS COMPLETING THE ECKERD WILDERNESS PROGRAM BETWEEN JANUARY 1, 1972 and DECEMBER 31, 1975



PENSACOLA, FLORIDA 32504

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
James D. Carter
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

RC 012133

U.S. DEPARTMENT OF HEALTH EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

The Educational Research and Development Center

A DESCRIPTIVE STUDY OF THE EX-CAMPERS COMPLETING THE ECKERD WILDERNESS PROGRAM BETWEEN JANUARY 1, 1972 AND DECEMBER 31, 1975

JAMES D. CARTER

DR. WILLIAM GRIFFIN
PROJECT DIRECTOR

DR. FRANK WITTWER
DIRECTOR

EDUCATIONAL RESEARCH AND DEVELOPMENT CENTER
THE UNIVERSITY OF WEST FLORIDA
PENSACOLA, FLORIDA

OCTOBER 19, 1979

CONTENTS

		Page
List of Tables		iii
List of Appendices		ix
Introduction		1
Purpose		9
Procedures		10
Phase I	Target Population	10
	Sample Population	11
	Static Instrument	11
Phase II	Selection/Training of Personnel	11
	Location of Ex-Campers	12
	Ex-Camper Interviews	13
Static Instrument: Results		13
Personal Interview: Results		34
Summary		112
Appendices		124
Reference List		136

LIST OF TABLES

Table		Page
1	Age of Campers at Entry	14
2	Analysis of Variance Between Male and Female on the Variable of Entry Age	15
3	Camper's Race	16
4	School Grade of Camper at Entry	17
5	Analysis of Variance Between Male and Female the Variable School Grade of Campers at Entry .	18
6	Camper's County of Residence Prior to Program Entry	19
7	Referring Agency for Campers Included in the Population of This Study	20
8	Referral Agencies for Camp E-How-Kee (Males) .	21
9	Referral Agencies for Camp E-Ma-Chamee (Males)	22
10	Referral Agencies for Camp E-Nini-Hassee (Females)	23
11	Analysis of Variance Between Males and Females on the Variable of Referral Agency	24
12	Who Campers Lived with Prior to Camp Entry . .	26
13	Number of Children in Camper's Family	27
14	Analysis of Variance Between Males and Females on the Variable of Family Size	28
15	Absolute Birth Order of Campers	29
16	Birth Order of Campers by Categories	31
17	Number of Convictions During Year Prior to Camp Entry	32
18	Severity of Last Conviction Prior to Camp Entry	33
19	Length of Stay in Camp (Months)	35
20	Analysis of Variance Between Males and Females on the Variable of Length of Stay in Camp . . .	35
21	Camper's Curretnly Expressed Feeling About Going to Camp	37

Table		Page
22	Camper's Response Regarding Perceptions of Special Interest Taken in Them at Camp	38
23	Camper's View of Why Camp Personnel Took a Special Interest	39
24	Frequency Goals Were Listed in Order of 1st., 2nd., 3rd. Choices	41
25	Those Ex-Campers Voicing Self-Improvement and Coping Skills Goals as 1st., 2nd., 3rd. Choices	42
26	Ex-Camper Rating of Trips in Helping to Solve Their Problems While in Camp	44
27	Ex-Camper Rating of Problem Solving Sessions in Helping to Solve Their Problems While in Camp .	45
28	Ex-Camper Rating of Construction Activities in Helping to Solve Problems While in Camp	45
29	Ex-Camper Rating of Family Conferences in Helping to Solve Their Problems While in Camp .	46
30	Ex-Camper Rating of the Activity of Pow Wow . .	47
31	Ex-Camper Rating of Planning Sessions and Menu Development in Helping Them Solve Their Problems While in Camp	48
32	Ex-Camper Rating of Chapel and Vespers in Helping Them Solve Their Problems While in Camp	48
33	Ex-Camper Rating of Cooking in Helping Them Solve Their Problems While in Camp	49
34	Ex-Camper Rating of Craft Projects in Helping Them Solve Their Problems While in Camp	50
35	Ex-Camper Rating of Fishing in Helping Them Solve Their Problems While in Camp	51
36	Ex-Camper Rating of Group Games in Helping Them Solve Their Problems While in Camp	51
37	Percent of Ex-Campers Viewing Camp Activities as Positive in Helping Them Solve Their Problems While at Camp	53
38	Ex-Campers Rating of Trips in Helping Them Solve Their Problems After Leaving Camp	54

Table		Page
39	Ex-Campers Rating of Problem Solving in Helping Them Solve Their Problems After Leaving Camp	54
40	Ex-Camper Rating of Construction Activities in Helping Them With Their Problems After Leaving Camp	55
41	Ex-Camper Rating of Family Conferences in Helping Them Solve Their Problems After Leaving Camp	56
42	Ex-Camper Rating of Pow Wows in Helping Them Solve Their Problems After Leaving Camp	57
43	Ex-Camper Rating of Planning Sessions and Menu Development in Helping Them Solve Their Problems After Leaving Camp	58
44	Ex-Camper Rating of Chapel and Vespers in Helping Them Solve Their Problems After Leaving Camp	59
45	Ex-Camper Rating of Cooking in Helping Them Solve Their Problems After Leaving Camp	59
46	Ex-Camper Rating of Craft Projects in Helping Them Solve Their Problems After Leaving Camp	60
47	Ex-Camper Rating of Fishing in Helping Them Solve Their Problems After Leaving Camp	61
48	Ex-Camper Rating of Group Games in Helping Them Solve Their Problems After Leaving Camp	62
49	Number of Campers Who Have Been in Other Youth Programs Besides the Eckerd Camps	63
50	Main Reason Campers Felt Prevented Them From Achieving Their Goals at Camp	64
51	Second Reason Campers Felt Prevented Them From Achieving Their Goals at Camp	65
52	Third Reason Campers Felt Prevented Them From Achieving Their Goals at Camp	66
53	Rank Order of Reasons Campers Felt Prevented Them From Achieving Their Goals at Camp	67
54	Camper Rating of Main Reason Which Helped Them Achieve Goals While at Camp	69

Table		Page
55	Camper Rating of Second Reason Which Helped Them Achieve Goals While at Camp	70
56	Camper Rating of Last Reason Which Helped Them Achieve Goals While at Camp	71
57	Most Important Problem Solving Skill Since Leaving Camp	73
58	Second Most Important Problem Solving Skill Since Leaving Camp	74
59	Third Most Important Problem Solving Skill Since Leaving Camp	75
60	Least Important Problem Solving Skill Since Leaving Camp	76
61	Responses to the Question "The Adults at Camp Were Fair"	77
62	Responses to the Question "The Adults Were Not Strict Enough With Certain Campers"	78
63	Responses to the Question "There Were Campers at Camp Who Tried to Help Other Campers Out" . .	79
64	Responses to the Question "Camp Was Much Better Than I Expected"	80
65	Responses to the Question "My Stay at Camp Helped Me Out a Great Deal"	81
66	Responses to the Question "My Stay at Camp Helped Me Because I Learned Something About Myself	82
67	Responses to the Question "My Family Thinks That Camp Helped Me"	83
68	Responses to the Question "My Friends Think That Camp Helped Me"	84
69	Responses to the Question "My Chances of Staying Out of Trouble With the Law Are Better Since I've Been to Camp"	85
70	Responses to the Question "If I Had a Problem While I Was at Camp I Would Go to My Group Leader First"	86

Table		Page
71	Responses to the Question "Most of the Staff at Camp Took a Personal Interest in Campers" . . .	87
72	Responses to the Question "The Religious Aspects of the Camp Program Helped Me"	88
73	Responses to the Question "Because of the Camp Program I Am Now Able to Get Along With My Family"	89
74	Responses to the Question "If I Keep Out of Trouble on the Outside It Will Be Because of What I Learned at Camp	90
75	Responses to the Question "The Staff Members at Camp Really Tried to Help Me"	91
76	Responses to the Question "The Best Way to Make It at Camp Was Not to 'Rat' on Someone Else" .	92
77	Responses to the Question "I Like Myself Better Now Because of What Happened at Camp"	93
78	Responses to the Question "I Am Able to Control My Temper Better Than Before I Went to Camp" .	94
79	Responses to the Question "If A Friend of Mine Got in Real Trouble I Would Want Him/Her to Go to Camp"	95
80	Responses to the Question "When I First Got Out of Camp, If I Felt I Was Going to Get Back Into Real Trouble, I Would Ask to be Sent Back to Camp Before It Happened	96
81	Help Received During 1st. Six Months After Camp Release	97
82	Help Received During 2nd. 6 Months After Camp Release	98
83	Help Received Beyond 1 Year After Release . . .	98
84	Ex-Campers Returning to School Upon Release . .	99
85	Type of Schools to Which Ex-Campers Enrolled in After Camp	100
86	Length of Time Ex-Campers (Not graduating) Remained in School	101
87	Severity of Convictions 1st. 6 Months	103

Table		Page
88	Severity of Convictions 2nd. 6 Months	104
89	Severity of Convictions 2nd. Year	105
90	Severity of Convictions 3rd. Year and After . .	106
91	Ex-Campers Present Occupation	108
92	Marital Status	109
93	Number of Children	109

LIST OF APPENDICES

Appendix		Page
A	Computer Data Form	124
B	Interview Schedule	127
C	Guidelines for Interviews	134

A DESCRIPTIVE STUDY OF THE EX-CAMPERS COMPLETING THE ECKERD WILDERNESS PROGRAM BETWEEN JANUARY 1, 1972 AND DECEMBER 31, 1975

Introduction

As early as 1950, it was estimated that over one-third of the patients examined by medical doctors have emotional rather than organic problems, and nearly one-half the hospital beds in the United States are occupied by the mentally ill (Coleman, 1950). McNeil (1975) estimated that 10 out of every 100 young people in our society might be called emotionally disturbed and that two of these are so seriously disturbed as to necessitate the provision of highly specialized treatment programs.

Emotionally disturbed children are frequently described as demanding, withdrawn, uncooperative, and aggressive. Clinical programs, which exist for the treatment of the emotionally disturbed, have traditionally been based on either (1) conventional Freudian psychiatry or (2) a program based on Reality (Glasser, 1965).

One modality for the treatment of emotionally disturbed youth, which has shown growth over the past 50 years, has been therapeutic camping. Growth in therapeutic camping has been exhibited by the increased numbers of camping programs and the scientific application of theoretical

approaches to the treatment programs.

Therapeutic camping, in a variety of forms and configurations, has been in existence for a very long time. However, within the framework of mental hygiene, it really began to catch on by the mid 1930's (Apter, 1977). McNeil (1957) noted that also during the 1930's the vigorous growth of the fields of psychology, social work, and education had an important impact on the philosophy of camping.

Literature recognizing therapeutic camping, in its various forms and configurations, as an intervention indicates it has been in existence for a very long time. Lowry (1974) thinks that the use of camping for the rehabilitation of mental patients has its roots embedded all the way back in the myth of the Golden Age; the belief that man (woman) was more "good" at an earlier stage of history than now. Apter (1977) suggests this theme, that a simpler life and a return to nature would make us all healthier and happier beings, may be seen in the noble Savage of Rousseau, the Walden Pond experience of Thoreau, and the more recent back-to-basics movement in education.

McNeil (1957) noted that in the past fifty years lay persons and professionals alike have witnessed the lusty coming-of-age of a dynamic conception of human motivation. The confliction that the child is the father of the man has focused our attention on prevention, rather than repair, of psychological deficit or damage, and this philosophy has had an impact on every movement devoted to work with child-

ren. The importance of early formative experiences and recognition of symptoms of disturbance in our youth have prevailed to press child facilities into therapeutic service.

Literature reveals that during the early years, psychodynamic theory served as the base of most therapeutic camping programs. In recent years, many new programs have been developed on the basis of more behavioral learning theory.

Morse (1947) listed seven basic advantages to therapeutic camping programs.

1. Twenty-four hour control without institutionalization.
2. A real living situation for therapy.
3. Relaxed routine without punitive discipline.
4. Opportunity to see the child in actual relationships.
5. Motor outlets to reduce tension.
6. Creative learning experiences without school formalities.
7. Exciting adventures without anti-social activities.

McNeil (1962) added to these basic advantages when he stated:

> A therapeutic camp has more to offer the disturbed child than the enjoyable, but hardly curative, fresh air, swimming, and nature lore. In the diagnosis and treatment of emotional disorders of youth, a

> therapeutic camp has a number of singular advantages. It can provide a 24 hour a day controlled living situation without the drawbacks of permanent institutionalization and can eliminate the artificiality of office therapy by substituting corrective guidance during the natural activity of camping and play. (p. 113).

Hughes and Dudley (1973) have described therapeutic camping as an opportunity for a troubled child to "see" himself as he really is, reflected in a relationship with a protective group, supported and cared for when needed but held to a responsible role within the group (p. 49).

It is interesting that parents will willingly send children to a camp for help because camping is considered "good", while they would be unwilling to commit the same child for even brief treatment in a clinical psychiatric setting. Since the boy, too, sees himself as a camper before he sees himself as a patient, camp placement may provide needed institutional care with the least trauma for the child (Morse, 1947).

A leading proponent of long-term therapeutic camping has been the Dallas Salesmanship Club, an exclusive group of successful and prominent Dallas businessmen organized along lines of a civic club. In 1947 the Salesmanship Club established the Salesmanship Camp for Boys on a year-round basis for treatment of emotionally disturbed youth. Campbell Loughmiller, a professionally trained social worker, provided

the leadership and direction to this boy's camp. Loughmiller's (1965) book "Wilderness Road" provides a detailed description of the camp philosophy and setting and outlines the treatment process adopted by the program.

Development of the Eckerd Program

The Eckerd Wilderness Educational System began on March 1, 1968 when Camp E-How-Kee for boys located near Brooksville, Florida, opened its doors to four campers. Since that original opening, Camps E-Nini-Hassee for girls near Floral City, Florida, E-Ma-Chamee for boys near Milton, Florida, and E-Kel-Etu for boys near Silver Springs, Florida, have become operational. Recently, Eckerd Camps have also been established in North Carolina and Vermont.

The Eckerd Wilderness Educational System

The Eckerd Wilderness Educational System was formalized utilizing the principles and procedures established by Campbell Loughmiller at the Dallas Salesmanship Camp for Boys.

Loughmiller (1965) viewed therapeutic wilderness camping as an outdoor adventure in group living and rehabilitation for the emotionally problemed child. The intervention program revolves around the camp, the camper, and the group. Such wilderness therapeutic camping offers a constant challenge and freedom of expression, basic necessities of a child's world. Each camp function relates in some way to home, school, or community (Loughmiller, 1965). The camp represents a place of security where the individual

can be removed from the pressures of daily living, while determining who he is and what he can do (Loughmiller, 1965; Hallowitz, 1950; Morse, 1947).

The incoming campers have a long history of failures which have undermined their self-confidence. They are hostile toward adults, impulsive in their behavior, and defiant of authority (Kimsey & Frost, 1969). The majority come from broken homes (Watson & Wittwer, 1977). They have failed in their schools, are unable to get along with their peers, and have found few adults who understand them and are able to help them. Their resentment, hostility, and hatred cause them to behave in ways that are unacceptable to society. "They either withdraw into themselves, and become candidates for a mental institution, or fight back in a manner that brings them into conflict with the law" (Loughmiller, 1965, p. 5).

Each Eckerd Wilderness Camp in Florida consists of approximately 500 acres of isolated, wilderness land. The only permanent fixtures are service buildings, which house the central office for operations, a dining hall-galley, storage rooms for supplies, and a camp library.

Each camp contains five, individual campsites. The distance between these campsites is sufficient to preclude interaction between groups. Campsites are selected, planned, constructed, and maintained by the assigned group of campers (Eckerd Program and Policy Manual, 1976).

Campers are organized into groups of about ten youths

which are supervised by two trained counselors. The size of groups is not arbitrarily established by camp management, but is set at an optimum size of ten as a result of experimentation with group size (Loughmiller, 1965). The groups are continuous, as there is always a nucleus of campers who have experience, both in time and development, to ensure the stability of the group.

Within the wilderness environment, the assignment of individuals is critical as it is desirable to create a group with a wide variety of abilities and characteristics (Loughmiller, 1965). It would be impractical for the group to consist of campers who are all withdrawn, or an entire group who are acting out. The optimal group contains a balance of camper abilities and problems. Each camper needs to complement the other members of the group and the group as a whole. Diversity within the group permits each camper to exhibit individual skills, and provide an opportunity to lead under certain conditions of group endeavor. Diversity also provides the camper an opportunity to learn to appreciate difference in individuals (Loughmiller, 1965). Living together twenty-four hours a day, in a wilderness environment, and under the guidance of counselors, stresses personal growth and the development of a solid value structure.

Control and discipline are problems to be solved within a cooperative group process, such as climbing a

mountain or canoeing down a river. When problems arise, activities are stopped and a group discussion of the problem is held. A resolution of the problem must be made before activity continues (Eckerd Program and Policy Manual, 1976).

The camp adventure includes trips planned by the camper. It includes canoe trips, bus trips, hiking, or simply field tripping on camp property. Each day ends with a "pow-wow" which is a time when each camper verbalizes his successes and failures and evaluates unusual happenings or observations. The emphasis in pow wows is on the sharing of experiences and the evaluation of what was done, right or wrong, and how it could be done better tomorrow (Eckerd Program and Policy Manual).

In addressing the question of education at camp, Loughmiller (1965) stated:

> What does education consist of in the first place? It involves a learner and a teacher, but the teacher may be a person or a situation - or both. Two priceless ingredients of the educative process are interest and curiosity, part of what is often referred to as motivation. It would be hard to find a richer environment than camp for the development of these two ingredients. The same general tools of learning are used whether in the classroom or outside, whether the subject matter is from a book or from experience, but it is far

> easier to develop interest in those things which have direct and immediate influence on the life of the learner. Education at camp, therefore, does not take place at any given period of the day, but is a part of all living. It is emphasized in connection with those things that have the greatest emotional appeal to the boy. (p. 33)

Wilderness therapeutic camping offers a constant challenge and freedom of expression so basic to a child's world. Campers can identify with camp as a place of security removed from the pressures of ordinary daily living where they can determine who they are and what they can do. The program is built arount elementary existance and survival. Control and discipline are basic problems which must be solved to allow the group to exist.

Purpose

The purpose of this study was to develop data useful to the Eckerd Foundation in their decision-making process for program improvement. The objectives of the study were to develop descriptive characteristics of a group of Eckerd Wilderness Camp ex-campers who completed the program between Janauary 1, 1972 and December 31, 1975.

Three general questions guided the research:

1. What was the general descriptive characteristics of the campers prior to entry into the program?
2. What is the present general descriptive characteristics of the campers?

3. What are the camper's present impressions of the program?

Procedures

The study was conducted in two phases. The first phase consisted of an identification of the target population, locating the target population, and a tabulation of demographic data from camp records. The second phase consisted of interviewing those ex-campers who could be located.

The research instruments consisted of (1) the Static Instrument (Appendix A), which was used for recording demographic data from camp records and (2) the Ex-Campers Schedule (Appendix B), which was used for recording responses during ex-camper interviews.

Phase I

The Target Population

The target population was determined by reviewing the Eckerd Camp attendance rolls and obtaining the names of all campers who were in the camping program between January 1, 1972 and December 31, 1975. A final target population of 335 campers were identified. These were divided between the camps existing in Florida, during the study period, in the following proportion:

A.	E-Nini-Hassee	(Female)	159
B.	E-How-Kee	(Males)	114
C.	E-Ma-Chamee	(Males)	62
	Total		335

Sample Population

From the target population of 335 ex-campers a sample population of 120 was selected utilizing the random sampling with replacement technique. This was accomplished by first assigning each ex-camper in the target population a numerical number. The numerical numbers were sequenced beginning with the number 001 and ending with 335. From a table of random numbers, the random selection was made.

Static Instrument

After reviewing the camp records and determining the target population, the Static Instrument, (Appendix A) was completed by reviewing individual records and extracting the required data. This data was then codified and stored in the Management Informatin System (MIS) of The Eckerd Wilderness Camping Program. It should be noted that the target population for this study was the initial campers which entered into the program. Therefore, these records were not as complete as are those for the subsequent campers. Since the program was new, certain data was not considered important at that time and missing data in the Static Instruments are prevelent.

Phase II

Selection/Training of Personnel

The selection and training of personnel to conduct personal interviews was conducted by Mr. John Watson, a trained social worker and experienced employee of the Eckerd

Camping Program. A central office at Camp Central in Brooksville, Florida, was established for training of personnel and conducting the activities of locating ex-campers, establishing interview schedules, and record keeping. Two assistants were employed to conduct the actual interviews and were instructed in proper interviewing techniques (see Appendix C) and in the administrative procedures of the Eckerd Wilderness Camping System.

Location of Ex-Campers

The initial work in locating ex-campers began with the last known address from program records. During ex-camper interviews, additional information was also gained concerning the present location of fellow campers. This increased the size of the available sample. In addition, street talk filtered out that the researchers were looking for ex-campers further increasing available sample size.

In addition to the process noted above, many ex-campers were located through relatives or friends. Several ex-campers who had moved out of state or were in the military services were located in this manner.

Finally, with the cooperation of local law enforcement, all ex-camper's names were processed through the National Crime Information Center. This provided information on those ex-campers who had come into contact with law enforcement agencies since their departure from camp.

Ex-Camper Interviews

After having located the ex-campers, an interview schedule was arranged. During the interview, the Ex-Camper Survey Schedule was used to record the responses to the various questions. In addition, the interviewer maintained a notebook to record items which were not included in the survey questionnaire.

Sixty-four ex-campers were located and interviewd. This sample consisted of 32 females and 32 males. Four ex-campers were out-of-state and participated by mail.

The mortality rate for the population of this study was high. This can be attributed to two reasons. First, the ex-campers of this study have been removed from the camps since the end of 1972, about seven years. Secondly, these ex-campers came from and returned to what could be considered unstable environments. That is, they came mostly from broken homes and low socio-economic situations. A statement commonly used by field workers to describe the majority of these ex-campers was, "They are survivors." It must be considered that survivors move about to a greater extent than the average juvenile with a stable home. Therefore, it was predictable that a high mortality rate would be encountered in the study.

Static Instrument: Results

The Static Instrument provides a detailed collection of demographic data compiled on the campers and their families. Also included is information on the campers' living

and legal situation prior to entry into the program.

Campers

All of the campers range between 9 and 18 years of age at the time of entry, the mean age being 13.29 years. The age distribution for the total population, during the period under study is presented in Table 1. It should be noted that the mean age for females is about 1.7 years older than for males at EHK but less than 1 year than the males at EMC.

TABLE 1

Age of Campers at Entry

	Total Population	EHK (Males)	ENH (Females)	EMC (Males)
Minimum	9	9	9	10
Maximum	18	18	17	16
Mean	13.288	12.224	13.942	13.113
N	335	114	159	62

An analysis of variance (ANOVA) between sexes using entry age as the criterion variable, indicates significant differences between the ages of males and females ($p=.000$), females being significantly older than males during the

period of this study. Table 2 reflects the results of this ANOVA.

TABLE 2

Analysis Of Variance Between Male and Female On The Variable of Entry Age

	Sum of Squares	df	Mean Square	F	P
Between groups	203.281	2	101.641	17.291	0.0000
Within groups	1951.586	332	5.878		
Total	2154.867				
Eta Squared =	0.943				
N (Males) =	176				
N (Females) =	159				

The racial breakdown of camper's is 89.3 percent white, 9.9 percent black, and .6 percent other. Table 3 contains the racial compositon for the total population, Camp E-How-Kee (EHK), E-Ma-Chamee (EMC), and E-Nini-Hassee (ENH).

Table 4 provides data regarding the school grade of campers at entry into the program. The data reveals that 40.4% of the campers were in the 7th and 8th grades. It also reveals that 33.7% of the males were in the 7th and

8th grades while 50% of the females were in the 7th and 8th grades. Analysis of variance (Table 5) using the school grade of camper at entry as the criterion variable revealed that significant difference (p=0.000) existed between the males and females. Females, therefore, averaged significantly higher grade levels upon entry than do the males. This is to be expected as the females, as noted earlier, to be older. However, where males averaged nearly two years behind the grade level normally expected of their age, females averaged nearly one year behind.

TABLE 3

Camper's Race

Race	Frequency (total population)	Frequency (EHK) (Males)	Frequency (ENH) (Females)	Frequency (EMC) (Males)
Caucasion	299	103	150	46
Black	33	10	9	14
Native American	1	1	0	0
Spanish-Latin	1	0	0	1
Total	334	114	159	61

TABLE 4

School Grade of Camper at Entry

School Grade	Total Population Frequency	%	EHK (Males) Frequency	%	ENH (Females) Frequency	%	EMC (Males) Frequency	%
2	2	0.6	1	1.0	1	0.7	0	0.0
3	13	4.2	10	9.8	1	0.7	2	3.7
4	23	7.4	16	15.7	2	1.3	5	9.3
5	33	10.7	17	16.7	8	5.2	8	14.8
6	42	13.6	18	17.6	15	9.8	9	16.7
7	76	24.6	21	20.6	35	22.9	20	37.0
8	66	21.4	16	15.7	44	28.8	6	11.1
9	44	14.2	3	2.9	37	24.2	4	7.4
10	9	2.9	0	0.0	9	5.9	0	0.0
11	1	0.3	0	0.0	1	0.7	0	0.0
Missing Data	26		12		6		8	
Total	335		114		159		62	
Mean	6.825		5.794		7.673		6.370	

TABLE 5

Analysis of Variance Between Male and Female the Variable School Grade of Campers at Entry

	Sum of Squares	df	Mean Square	F	P
Between groups	229.634	2	114.817	47.547	0.0000
Within groups	738.929	306	2.415		
Total	968.563				
Eta Squared	0.2371				
N = 309					

Referral History

The number of campers placed in the camping program from each county is presented in Table 6. The counties of Pinellas and Hillsborough referred the major portions of the campers.

Table 7 reveals, that for the total population of this study, the "Courts-Law-Other Legal" category was the major source of referrals for this group of ex-campers. Tables 8, 9, and 10 reflect the referral agencies for the individual Eckerd Wilderness Camps. The data presented in these tables reveal differences in the referral agencies for males and females.

TABLE 6

Camper's County of Residence

Prior to Program Entry

County	Frequency (Total)	Frequency (EHK) Male	Frequency (EMC) Male	Frequency (ENH) Female
Escambia	6		6	
Okaloosa	3		3	
Santa Rosa	1		1	
Walton	1		1	
Bay	4		2	2
Jackson	1		1	
Leon	4		4	
Alachua	1			1
Collier	1	1		
Columbia	1		1	
Suwannee	1		1	
Citrus	3	1		2
Hernando	6	3	1	2
Lake	1		1	
Marian	2		2	
Sumter	1			1
Baker	1		1	
Duval	9		7	2
Nassau	1		1	
Volusia	7	2	2	3
Pasco	6	2	1	3
Pinellas	143	61	4	78
Hillsborough	101	35	6	60
Orange	4		4	
Seminole	1	1		
Brevard	2		2	
Polk	5	2		3
Sarasota	6	2	3	1
Lee	3	1	2	
Martin	1		1	
Broward	1	1		
Dade	2		2	
Missing Data		2		1

TABLE 7

Referring Agency for Campers

Included in the Population of This Study

Category	Frequency	Frequency (%)
Family	10	3.2
School	19	6.1
Socio-Eco-Services	63	20.1
Psychiatric-Mental	38	12.1
Court-Law-Other Legal	128	40.9
State HRS Contract	53	16.9
Missing Data	22	
Total	335	

TABLE 8

Referral Agencies for Camp E-How-Kee (Males)

Category	Frequency	Frequency %
Family	1	0.9
School	12	10.5
Socio-Eco-Services	25	21.9
Psychiatric-Mental	22	19.3
Court-Law-Other Legal	45	39.5
State HRS Contract	7	6.1
Missing Data	2	1.8
Total	114	

TABLE 9

Referral Agencies for Camp E-Ma-Chamee (Males)

Category	Frequency	Frequency %
Court-Law-Other Legal	2	3.2
State HRS Contract	40	64.5
Missing Data	20	32.3
Total	62	

TABLE 10

Referral Agencies for Camp E-Nini-Hassee (Females)

Category	Frequency	Frequency %
Family	9	5.7
School	7	4.4
Socio-Eco-Services	38	23.9
Psychiatric-Mental	18	11.4
Court-Law-Other Legal	81	50.9
State HRS Contract	6	3.8
Total	159	

To test the statistical significance of these differences, an Analysis of Variance (ANOVA) shown on Table 11, using referral agnecy as the criterion variable. This analysis also shows significant differences (p=.00) between referral agencies for males and females.

TABLE 11

Analysis of Variance Between Males and Females on the Variable of Referral Agency

	Sum of Squares	df	Mean Square	F	P
Between Groups	4471.064	2	2235.532	206.310	0.0
Within Groups	3359.095	310	10.836		
Total	7830.159				
Eta^2 =	0.5710				
N =	313				

Family Background

The earlier campers of the Eckerd Wilderness Education System were the population of this study. Data reflecting the family background was limited as the records on those subjects were incomplete. Missing data on family income and occupation was such that analysis was meaningless.

Table 12 presents who campers lived with prior to entry for the total population. Data regarding the family structure, within which the campers resided prior to entering the camp, revealed that, for the total population as a whole, 68.9% came from broken homes. Data on the individual camps reveal that 70% of the males and 67.3% of the females resided in broken homes prior to entry.

Table 13 presents the distribution of children in the camper's family for the total population, Camp E-How-Kee, and Camp E-Nini-Hassee. Within the family structure, the average number of children in the family was 4.2. As can be seen, males at Camp E-Ma-Chamee came from only slightly larger families. An Analysis of Variance, shown on Table 14, using the number of children in the camper's family as the criterion variable shows significant differences (p=.0017) between families of males anf females.

Table 15 indicates the birth order of campers for the total population. Females tended to have a slightly earlier birth order than did males. The most common position of males and females (Mode) was first born. The males at EMC appeared to be later born than both males and females of EHK and ENH.

TABLE 12

Who Campers Lived with Prior to Camp Entry

	Total Population		EHK (Males)		ENH (Females)		EMC (Males)	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Natural Parents	89	26.6	34	29.8	43	27.0	12	19.4
Adopted Parents	15	4.5	3	2.6	9	5.7	3	4.8
Mother	87	26.0	30	26.3	43	27.0	14	22.6
Father	8	2.4	5	4.4	1	0.6	2	3.2
Mother & Step Father	74	22.1	20	17.5	34	21.4	20	32.3
Father & Step Mother	17	5.1	10	8.8	7	4.4	0	0.0
Other Relative	15	4.5	3	2.6	5	3.1	7	11.3
Foster Home	18	5.4	4	3.5	14	8.8	0	0.0
Other	5	1.5	3	2.6	2	1.3	0	0.0
Missing Data	7	2.1	2	1.8	1	0.6	4	6.5
Total	335		114		159		62	

TABLE 13

Number of Children in Camper's Family

No. of Children	Frequency (Total)	Frequency (EHK) Male	Frequency (ENH) Female	Frequency (EMC) Male
1	14	5	8	1
2	45	16	26	3
3	80	27	41	12
4	63	19	33	11
5	55	25	19	11
6	31	11	13	7
7	18	2	9	7
8	11	3	3	5
9	2	0	1	1
10	5	2	1	2
11	1	0	1	0
12	2	1	1	0
Missing Data	8	3	3	2
Total	335	114	159	62
Mean	4.2	4.1	3.96	5.02
Mode	3.0	3.0	3.0	3.0

TABLE 14

Analysis of Variance Between Males and Females on the Variable of Family Size

	Sum of Squares	df	Mean Square	F	P
Between groups	50.500	2	25.250	6.526	0.0017
Within groups	1253.579	324	3.869		
Total	1304.079	326	29.119		
Eta Squared	0.0387				
N =	327				

TABLE 15

Absolute Birth Order of Campers

Birth Order	Total Population Frequency	%	EHK (Males) Frequency	%	ENH (Females) Frequency	%	EMC (Males) Frequency	%
1	78	23.3	27	23.7	41	25.8	10	16.1
2	89	26.6	30	26.3	43	27.0	16	25.8
3	71	21.2	23	20.2	39	24.5	9	14.5
4	44	13.1	14	12.3	20	12.6	10	16.1
5	15	4.5	6	5.3	3	1.9	6	9.7
6	11	3.3	3	2.6	4	2.5	4	6.5
7	5	1.5	1	0.9	2	1.3	2	3.2
8	1	0.3	1	0.9	2	1.3	1	1.6
9	1	0.3	0	0.0	1	0.6	0	0.0
12	1	0.3	1	0.9	0	0.0	0	0.0
Missing Data	17	5.1	8	7.0	4	2.5	4	6.5
Total	335		114		159		62	
Mean	2.97		2.71		2.59		4.43	
Mode	2.0		2.0		2.0		2.0	

Table 16 reflects the birth order of campers in terms of first, middle, and last. On the available data, nearly an equal number of each sex came from families of three or more children (Males = 71, Females = 61).

Court History

From Table 17, it can be seen that approximately 54.6% of all campers had contact with the courts during the year prior to entry into the camping program, while 45.4% had no court history during the same period prior to entry. Approximately 30.4% of the youth had two or more convictions in the year prior to entry. There was significant differences between males and females. However, this was to be expected since EMC had all HRS contracts.

Additional data on the number of convictions the campers had during the second year prior to entry into the program revealed that only 18.5% of the campers had convictions during this period. Table 17 provides data on the number of convictions the campers had during the year prior to entering the camping program. Camp EMC showed a significantly higher mean than EHK and ENH. However, this was to be expected.

Table 18 provides data on the severity of last conviction for the total population and the three camps.

TABLE 16

Birth Order of Campers by Categories

Category	Total Population Frequency	%	EHK (Males) Frequency	%	ENH (Females) Frequency	%	EMC (Males) Frequency	%
Only Child	13	3.9	5	4.4	8	5.0	1	1.6
1st born of 2	24	7.2	9	7.9	14	8.8	9	14.5
1st born of 3 or more	41	12.2	13	11.4	19	11.9	0	0.0
2nd born of 3	27	8.1	9	7.9	15	9.4	3	4.8
Mid born of 3 or more	132	39.4	39	34.2	61	38.4	32	51.6
2nd born of 2	21	6.3	7	6.1	12	7.5	2	3.2
Last born of 3 or more	27	8.1	13	11.4	12	7.5	2	3.2
Missing Data	50	14.9	19	16.7	18	11.3	13	21.0
Total	335		114		159		62	

TABLE 17

Number of Convictions During Year

Prior to Camp Entry

No. of Convictions	Total Population Frequency	%	EHK (Males) Frequency	%	ENH (Females) Frequency	%	EMC (Males) Frequency	%
None	152	45.4	53	46.5	95	59.7	4	6.5
1	81	24.2	33	28.9	35	22.0	13	21.0
2	46	13.7	9	7.9	16	10.1	21	33.9
3	20	6.0	6	5.3	6	3.8	8	12.9
4	10	3.0	3	2.6	2	1.3	5	8.1
5	5	1.5	2	1.8	1	0.6	2	3.2
6 or more	11	3.3	1	0.9	4	2.5	6	7.6
Missing Data	10	3.0	7	6.1	0	0.0	3	4.8
Total	335		114		159		62	
Mean	1.116		.92		.78		2.64	
Mode	0		0		0		2	

TABLE 18

Severity of Last Conviction

Prior to Camp Entry

Category	Freq. (Total)	Freq. (EHK)	Freq. (ENH)	Freq. (EMC)
No Convictions	146	51	94	1
Probation Violation	8		1	7
Emotional-Organic	1	1		
Status Offense	1	1		
Neglected	1		1	
Truancy	3	1	2	
Runaway-Home	44	38	6	
Runaway-Home-School	12	12		
Incorrigible	26	13	8	5
Fam-Sch-Problems	1	1		
School Problems	1		1	
Fam-Sch-Prb-Problems	1	1		
Vandalism	3		1	2
Loit-Vag-Truancy	2	1	1	
Disturbing Peace	3		3	
Minor Theft	8	6	2	
Petit Larceny	10	3		7
Larceny Unspecified	5	2	1	2
Break and Enter	30	10	4	16
Auto Theft	6	3	2	1
Grand Larceny	2	1		1
Arson	2			2
Assault	2			2
Assault and Battery	2			2
Aggravated Assault	4			4
Murder	1			1
Missing Data	10	7		3

The severity of offenses which brought campers into contact with the courts indicates nondelinquent status offenses, such as running away and truancy, predominated. It should be noted that running away dominates the data for females while offenses among the males was quite well distributed among the various categories. Breaking and entering was the most common offense committed against property by males.

The data relating to the type of commitments the campers had prior to entry into the Eckerd Camping program revealed that 289 campers had no previous commitment, 25 campers had prior commitments, and data was missing for the remaining 21 campers (No Table).

Table 19 provides data on how long the campers remained in camp. During the period under study campers averaged 15.80 months in camp. The average male at EHK remained in camp for 17.35 months while the females averaged 15.66 months in camp. The average male at EMC remained in camp for 13.27 months. The Analysis of Variance statistics shown in Table 20, using length of stay in camp as the criterion variable, reveals significant differences in length of stay ($p=0.0006$) between males and females.

Personal Interview: Results

The personal interview results were obtained after locating 64 ex-campers (31 males, 33 females) from the sample population of 120 ex-campers. To check the adequacy

TABLE 19

Length of Stay in Camp (Months)

Category	Total Population	EHK	ENH	EMC
Minimum	0.54	0.93	0.54	3.18
Maximum	38.07	38.07	34.03	23.10
Mean	15.80	17.35	15.66	13.27
N =	335	114	159	62

TABLE 20

Analysis of Variance Between Males and Females on the Variable of Length of Stay in Camp

	Sum of Squares	df	Mean Square	F	P
Between groups	673.226	2	336.613	7.642	0.0006
Within groups	14623.584	332	44.047		
Total	15296.810				
Eta Squared	0.0440				
N =	335				

of the sample, the ex-campers of the study interviewed were compared to the total population available. The data from the Static Instrument was used for comparison. The resulting data indicated that the sample and the total population characteristics are very similar.

The feelings currently expressed regarding entry into the camping program by the campers interviewed (n=64) revealed that the most often (46.9%) expressed feeling toward camp was positive (wanted to go). Chi Square test indicates no significant differences between males and females in this response. The second most often expressed feeling (34.4%) was negative (objected to going, but kept my feelings to myself). Table 21 reflects the breakdown of campers feelings about entry into the camping program for the total population interviewed.

When asked if they felt someone took a special interest in them while at camp, the most frequent response (78%) given by the total population of ex-campers interviewed was in the affirmative. Males and females responded in the affirmative by 87% and 69.7% respectively. Table 22 reflects the breakdown of responses.

When asked why they thought camp personnel took a special interest in them, ex-campers were provided with six possible responses. These responses were:

1. It was their job.
2. Wanted to help.
3. Needed someone to be with.

4. Had a problem similar to yours.

5. Don't know.

6. Other _____.

The most frequent response choice (59.4%) was number 2 (wanted to help). Table 23 provides a frequency of responses.

TABLE 21

Camper's Currently Expressed Feeling

About Going to Camp

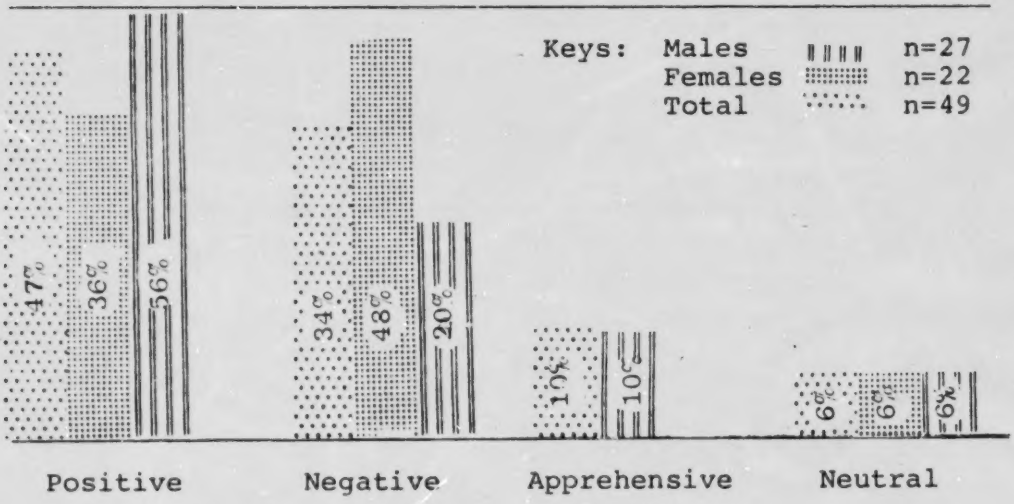


TABLE 22

Camper's Response Regarding Perceptions of Special Interest Taken in Them at Camp

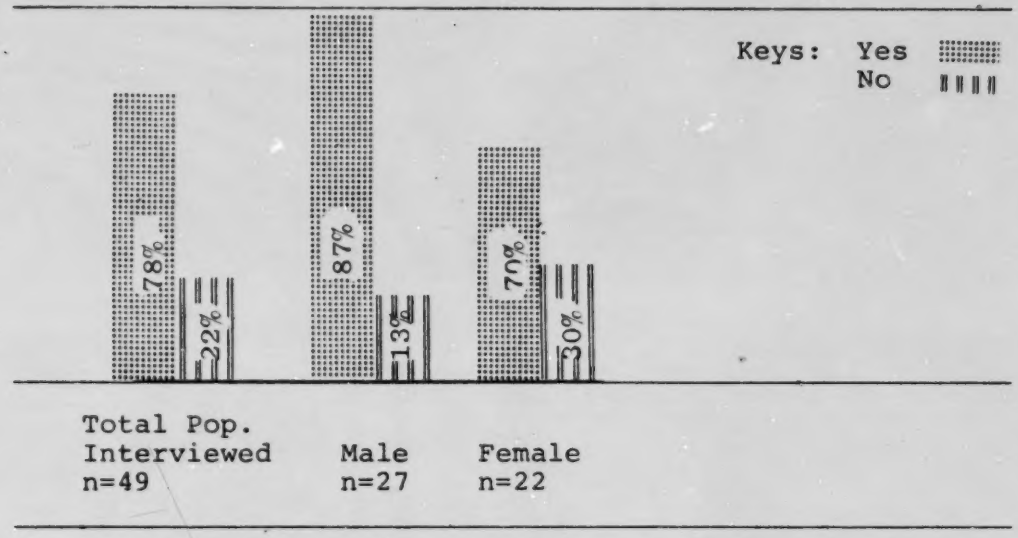


TABLE 23

Camper's View of Why Camp Personnel Took a Special Interest

	#1	f(%)	#2	f(%)	#3	#4	f(%)	#5	f(%)	#6	f(%)	Missing Data	
Males (n=31)	1	3.2	21	67.6	0	1	3.2	0	0.0	4	12.9	4	12.9
Females (n=33)	0	0.0	17	51.5	0	1	3.0	3	9.1	4	12.1	8	24.2
Total (n=64)	1	1.9	38	59.4	0	2	3.1	3	4.7	8	12.5	12	18.8

Key: #1-It was their job.
#2-Wanted to help.
#3-Need someone to be with.
#4-Had a problem similar to yours.
#5-Don't know.
#6-Other

Each ex-camper interviewed was asked to list in order of importance three main personal goals they set for themselves at camp. The responses most frequently mentioned (in order of frequency of response) is as follows:

1. Had no gaols.
2. To get along better with my family.
3. To learn to be a better person.
4. To get out of camp and go home.
5. To learn to control my temper.
6. To learn to handle problems.
7. To accept authority.
8. To gain confidence in myself.
9. to accept responsibility.

Table 24 presents a breakdown of the frequency ex-campers listed as their 1st., 2nd., and 3rd. goal while at camp. From the data it can be seen that males had as their first goal response number three, with response number one as their second, and response number two and five as their third goal. The females had goal number two as their first goal with an equal number of responses three and four as their second and third goal. The males appeared to be more concerned with being a better person while females were more concerned with getting out of camp and getting along better with family.

TABLE 24

Frequency Goals Were Listed in Order of 1st., 2nd., 3rd. Choices

	#1	#2	#3	#4	#5	#6	#7	#8	#9
Males	9	3	12	2	3	2	0	0	0
Females	5	9	8	8	0	0	1	1	1
Total	14	12	20	10	3	2	1	1	1

Goals Key:
1. Had no goals.
2. To get along better with my family.
3. To learn to be a better person.
4. To get out of camp and go home.
5. To learn to control my temper.
6. To learn to handle problems.
7. To accept authority.
8. To gain confidence in myself.
9. To accept responsibility.

Another way to arrange the goal responses is by self-improvement goals (2-5-6-7-9), coping goals (3-4) and no goals (1). Table 25 presents a breakdown of goals arranged in this manner. This data shows that both sexes appeared more interested in getting along rather than improvement.

TABLE 25

Those Ex-Campers Voicing Self-Improvement and Coping Skills Goals as 1st., 2nd., 3rd. Choice

	Self-Improvement Goals (2-5-6-7-9)	Coping Goals (3-4)	No Goals (1)
Male	8	14	9
Female	11	17	5
Total	19	31	14

Goals Key:
1. Had no goals.
2. To get along better with my family.
3. To learn to be a better person.
4. To get out of camp and go home.
5. To learn to control my temper.
6. To learn to handle problems.
7. To accept authority.
8. To gain confidence in myself.
9. To accept responsibility.

During the interviews with the ex-campers, they were provided with the following list of 11 activities.

1. Trips.
2. Problem solving sessions.
3. Construction activities.
4. Family conferences.
5. Pow Wows.
6. Planning sessions and menu development.
7. Chapel and vespers.
8. Cooking.
9. Craft projects.
10. Fishing.
11. Group games.

Each camper was asked to rate the importance of each activity in helping them to solve their problems while in camp.

Table 26 gives a breakdown of how the Trips activity was rated by the ex-campers. The total population interviewed (n=64) rated the Trips as very important (45.3%). However, 51.6% of males (n=31) rated the activity very important, while only 39.4% of the females (n=33) rated the activity very important.

TABLE 26

Ex-Camper Rating of Trips
in Helping to Solve
Their Problems While in Camp

	Very Important		Important		Unimportant	
	No.	%	No.	%	No.	%
Males	16	51.6	15	48.4	0	0.0
Females	13	39.4	13	39.4	7	21.2
Total	29	45.3	28	43.8	7	10.9

Table 27 gives a breakdown for the ex-camper's rating for the activity of Problem Solving. There was very little difference between the sexes. The ex-campers (n=64) interviewed rated Problem Solving sessions as very important (46.9%). Individually, 48.4% of the males (n=31) rated the activity as very important, while 45.5% of the females (n=33) rated the activity as very important.

Table 28 is a breakdown on how the activity of Construction was rated by the ex-campers interviewed. Males found Construction activities to be more important. The ex-campers interviewed (n=64) rated Construction as a very important activity (32.8%). Individually, 29.0% of the males (n=31) rated Construction as very important and 36.4% of the females (n=33) rated it as very important.

TABLE 27

Ex-Camper Rating of Problem Solving Sessions in Helping to Solve Their Problems While in Camp

	Very Important		Important		Unimportant		N
	No.	%	No.	%	No.	%	
Males	15	48.4	11	35.5	5	16.1	31
Females	15	45.5	12	36.4	6	18.2	33
Total Pop.	30	46.9	23	35.9	11	17.2	64

TABLE 28

Ex-Camper Rating of Construction Activities in Helping to Solve Problems While in Camp

	Very Important		Important		Unimportant		N
	No.	%	No.	%	No.	%	
Males	9	29.0	16	51.6	6	19.4	31
Females	12	36.4	12	36.4	9	27.3	33
Total	21	32.8	28	43.8	15	23.4	64

Table 29 gives a breakdown on how the ex-campers viewed the activity of Family Conferences. Males found Family Conferences to be more important. Of the ex-campers interviewed (n=64) 43.8% rated the Family Conferences as very important activities. Individually, 48.4% of the males (n=31) and 39.4% of the females (n=33) rated it as very important.

TABLE 29

Ex-Camper Rating of Family Conferences
in Helping to Solve Their Problems
While in Camp

	Very Important		Important		Unimportant		N
	No.	%	No.	%	No.	%	
Males	15	48.4	14	45.2	2	6.4	31
Females	13	39.4	11	33.3	9	27.3	33
Total	28	43.8	25	39.1	11	17.2	64

Table 30 is a breakdown of how the ex-campers viewed the activity of Pow Wow. Females found Pow Wows to be more important than the males did. Of the ex-campers interviewed, (n=64) 42.2% rated Pow Wows as a very important activity. Individually, 51.6% of the males (n=31) and 33.3% of the fe-

males (n=33) rated it as very important.

TABLE 30

Ex-Camper Rating of the Activity of Pow Wow

	Very Important No.	%	Important No.	%	Unimportant No.	%	N
Males	16	51.6	11	35.5	4	12.9	31
Females	11	33.3	13	39.4	9	27.3	33
Total	27	42.2	24	37.5	13	20.3	64

Table 31 is a breakdown on how the ex-campers viewed the activity of Plans and Menus. The males found these activities more important than did the females. Of the ex-campers interviewed, (n=64) 54.7% rated Planning and Menu Sessions Development as an important activity. Individually, 67.6% of the males (n=31) and 42.4% of the females (n=33) rated it as important.

Table 32 is a breakdown on how the ex-campers viewed the activity of Chapel and Vespers. The males viewed this activity as slightly more important than did the females. Of the ex-campers interviewed, (n=64) 48.4% rated Chapel and Vespers as an important activity. Individually, 54.8% of

the males (n=31) and 42.4% of the females (n=33) rated it as important.

TABLE 31

Ex-Camper Rating of
Planning Sessions and Menu Development
in Helping Them Solve Their Problems While in Camp

	Very Important		Important		Unimportant		
	No.	%	No.	%	No.	%	N
Males	6	19.4	21	67.7	4	12.9	31
Females	5	15.2	14	42.4	14	42.4	33
Total	11	17.2	35	54.7	18	28.1	64

TABLE 32

Ex-Camper Rating of Chapel and Vespers
in Helping Them Solve Their Problems
While in Camp

	Very Important		Important		Unimportant		
	No.	%	No.	%	No.	%	N
Males	9	29.0	17	54.8	5	16.2	31
Females	11	33.3	14	42.4	8	24.2	33
Total	20	31.3	31	48.4	13	20.4	64

Table 33 is a breakdown on how ex-campers viewed the activity of Cooking. There was no difference between the sexes on the importance of the activity. Of the ex-campers interviewed, (n=64) 53.1% rated Cooking as an important activity. Individually, 48.4% of the males (n=31) and 57.6% of the females (n=33) rated it as important.

TABLE 33

Ex-Camper Rating of Cooking
in Helping Them Solve Their Problems
While in Camp

	Very Important		Important		Unimportant		
	No.	%	No.	%	No.	%	N
Males	10	32.2	15	48.4	6	19.3	31
Females	6	18.2	19	57.6	8	24.2	33
Total	16	25.0	34	53.1	14	21.9	64

Table 34 is a breakdown on how ex-campers viewed the activity of Crafts. Males felt it more important than females. Of the ex-campers interviewed, (n=64) 34.4% rated Craft Projects as very important. Individually, 48.4% of the males (n=31) and 21.2% of the females (n=33) rated it

as very important.

TABLE 34

Ex-Camper Rating of Craft Projects
in Helping Them Solve Their Problems
While in Camp

	Very Important		Important		Unimportant		
	No.	%	No.	%	No.	%	N
Males	15	48.4	11	35.5	5	16.1	31
Females	7	21.2	21	63.6	5	15.2	33
Total	22	34.4	32	50.0	10	15.6	64

Table 35 is a breakdown on how the ex-campers viewed the activity of Fishing. There was no difference between sexes on the importance of this activity. Of the ex-campers interviewed, (n=64) 45.3% rated Fishing as an important activity. Individually, 48.4% of the males (n=31) and 42.4% of the females (n=33) rated it as an important activity.

Table 36 is a breakdown on how the ex-campers viewed the activity of Group Games. Males found this to be slightly more important than females did. Of the ex-campers interviewed, (n=64) 17.1% rated Group Games as a very important activity. Individually, 22.6% of the males (n=31) and 12.1%

of the females (n=33) rated it as a very important activity.

TABLE 35

Ex-Camper Rating of Fishing
in Helping Them Solve Their Problems
While in Camp

	Very Important No.	%	Important No.	%	Unimportant No.	%	N
Males	2	6.5	15	48.4	14	45.1	31
Females	1	3.0	14	42.4	18	54.5	33
Total	3	4.7	29	45.3	32	50.0	64

TABLE 36

Ex-Camper Rating of Group Games
in Helping Them Solve Their Problems
While in Camp

	Very Important No.	%	Important No.	%	Unimportant No.	%	N
Males	7	22.6	22	71.0	2	6.4	31
Females	4	12.1	19	57.6	10	30.3	33
Total	11	17.1	41	64.1	12	18.8	64

of the females (n=33) rated it as a very important activity.

Table 37 presents a breakdown by percent of the manner in which ex-campers viewed the previous 11 activities after collapsing the degrees of importance (very important and important) into a new category called Positive Feeling. The males viewed Trips as the most important activity in helping them solve their problems while in camp, and the females viewed Craft Projects as the most important.

Each ex-camper was asked to rate the previous 11 activities as to their importance in problem solving since leaving camp.

Table 38 gives a breakdown of how Trips was rated by the ex-campers. The females viewed Trips as slightly more important than the males did. Of the ex-campers interviewed, (n=26) 27.4% rated Trips as a very important activity. Individually, 25.8% of the males (n=31) and 29.0% of the females (n=31) rated it a very important activity.

Table 39 gives a breakdown for the ex-campers rating for the activity of Problem Solving. There was very little difference between the sexes on the importance of this activity. Of the ex-campers interviewed, (n=62) 51.6% rated Problem Solving as a very important activity. Individually, 58.1% of the males (n=31) and 45.2% of the females (n=31) rated it very important.

TABLE 37

Percent of Ex-Campers Viewing Camp Activities as Positive in Helping Them Solve Their Problems While at Camp

Activity	Male (%)	Female (%)
Trips	100.0	78.8
Problem Solving Sessions	83.9	81.9
Construction Activities	80.6	72.8
Family Conferences	93.6	72.7
Pow Wows	87.1	72.7
Planning Sessions and Menu Development	87.1	57.6
Chapel and Vespers	83.8	75.7
Cooking	80.7	75.8
Craft Projects	83.9	84.8
Fishing	54.9	45.4
Group Games	93.6	69.6

TABLE 38

Ex-Campers Rating of Trips
in Helping Them Solve Their Problems
After Leaving Camp

	Very Important		Important		Unimportant		
	No.	%	No.	%	No.	%	N
Males	8	25.8	18	58.1	5	16.1	31
Females	9	29.0	11	35.5	11	35.5	31
Total	17	27.4	29	46.8	16	25.8	62

TABLE 39

Ex-Camper Rating of Problem Solving
in Helping Them Solve Their Problems
After Leaving Camp

	Very Important		Important		Unimportant		
	No.	%	No.	%	No.	%	N
Males	18	58.1	12	38.7	1	3.2	31
Females	14	45.2	11	35.5	6	19.3	31
Total	32	51.6	23	37.1	7	11.3	62

Table 40 is a breakdown on how the activity of Construction was rated by the ex-campers interviewed. Males found this to be far more important than the females did. Of the ex-campers interviewed, (n=64) 30.6% rated Construction activity as very important. Individually, 48.4% of the males (n=31) and 12.9% of the females (n=31) rated it very important.

TABLE 40

Ex-Camper Rating of Construction Activities
in Helping Them With Their Problems
After Leaving Camp

	Very Important		Important		Unimportant		
	No.	%	No.	%	No.	%	N
Males	15	48.4	8	25.8	8	25.8	31
Females	4	12.9	12	38.7	15	48.4	31
Total	19	30.6	20	32.3	23	37.1	62

Table 41 gives a breakdown on how the ex-campers viewed the activity of Family Conferences. Both sexes viewed Family Conferences in the same positive manner. Of the ex-campers interviewed, (n=62) 51.6% rated Family Conference as a very important activity. Individually,

58.1% of the males (n=31) and 45.2% of the females (n=31) rated it as very important.

TABLE 41

Ex-Camper Rating of Family Conferences in Helping Them Solve Their Problems After Leaving Camp

	Very Important		Important		Unimportant		
	No.	%	No.	%	No.	%	N
Males	18	58.1	5	16.1	8	25.8	31
Females	14	45.2	5	16.1	12	38.7	31
Total	32	51.6	10	16.1	20	32.3	62

Table 42 is a breakdown on how the ex-campers viewed the activity of Pow Wow. Males found this to be slightly more important than the females did. Of the ex-campers interviewed, (n=61) 21.3% rated Pow Wows as a very important activity. Individually, 26.6% of the males (n=30) and 16.1% of the females (n=31) rated it as a very important activity.

Table 43 is a breakdown on how the ex-campers viewed the activity of Planning Sessions and Menu Development. The females found this to be slightly more important than the males did. Of the ex-campers interviewed, (n=62) 24.2%

rated Planning Sessions and Menu Development as a very important activity. Individually, 25.8% of the males (n=31) and 25.8% of the females (n=31) rated it as a very important activity.

TABLE 42

Ex-Camper Rating of Pow Wows
in Helping Them Solve Their Problems
After Leaving Camp

	Very Important		Important		Unimportant		
	No.	%	No.	%	No.	%	N
Males	8	26.6	11	36.7	11	36.7	30
Females	5	16.1	15	48.4	11	35.5	31
Total	13	21.3	26	42.6	22	36.1	61

TABLE 43

Ex-Camper Rating
of Planning Sessions and Menu Development
in Helping Them Solve Their Problems
After Leaving Camp

	Very Important		Important		Unimportant		
	No.	%	No.	%	No.	%	N
Males	8	25.8	11	35.5	12	38.7	31
Females	7	22.6	16	51.6	8	25.8	31
Total	15	24.2	27	43.5	20	32.3	62

Table 44 is a breakdown on how the ex-campers viewed the activity of Chapel and Vespers. Both sexes rated this activity very low. Of the ex-campers interviewed, (n=62) 27.4% rated Chapel and Vespers as a very important activity. Individually, 29.0% of the males (n=31) and 25.8% of the females (n=31) rated it as a very important activity.

Table 45 is a breakdown on how the ex-campers viewed the activity of Cooking. Females found Cooking to be more important than the males did. Of the ex-campers interviewed, (n=62) 37.1% rated Cooking as a very important activity. Individually, 32.3% of the males (n=31) and 41.9% of the females (n=31) rated it as very important.

TABLE 44

Ex-Camper Rating of Chapel and Vespers
in Helping Them Solve Their Problems
After Leaving Camp

	Very Important		Important		Unimportant		
	No.	%	No.	%	No.	%	N
Males	9	29.0	11	35.5	11	35.5	31
Females	8	25.8	9	29.0	14	45.2	31
Total	17	27.4	20	32.3	25	40.3	62

TABLE 45

Ex-Camper Rating of Cooking
in Helping Them Solve Their Problems
After Leaving Camp

	Very Important		Important		Unimportant		
	No.	%	No.	%	No.	%	N
Males	10	32.3	15	48.4	6	19.3	31
Females	13	41.9	11	35.5	7	22.6	31
Total	23	37.1	26	41.9	13	21.0	62

Table 46 is a breakdown on how ex-campers viewed the activity of Craft Projects. The females rated it slightly more positive than the males. Of the ex-campers interviewed, (n=26) 33.9% rated Craft Projects as a very important activity. Individually, 29.0% of the males (n=31) and 38.7% of the females (n=31) rated it as very important.

TABLE 46

Ex-Camper Rating of Craft Projects
in Helping Them Solve Their Problems
After Leaving Camp

	Very Important		Important		Unimportant		
	No.	%	No.	%	No.	%	N
Males	9	29.0	12	38.7	10	32.3	31
Females	12	38.7	11	35.5	8	25.8	31
Total	21	33.9	23	37.1	18	29.0	62

Table 47 is a breakdown on how the ex-campers viewed the activity of Fishing. There was a strong agreement by both sexes that Fishing was unimportant in helping them solve their problems after leaving camp. Of the ex-campers interviewed, (n=62) 12.9% rated Fishing as a very important activity. Individually, 16.1% of the males (n=31) and 9.7% of the females (n=31) rated it as very important.

TABLE 47

Ex-Camper Rating of Fishing

in Helping Them Solve Their Problems

After Leaving Camp

	Very Important		Important		Unimportant		
	No.	%	No.	%	No.	%	N
Males	5	16.1	10	32.3	16	51.6	31
Females	3	9.7	10	32.3	18	58.0	31
Total	8	12.9	20	32.3	34	54.8	62

Table 48 is a breakdown on how the ex-campers viewed the activity of Group Games. The females found it to be slightly more important than did the males. Of the ex-campers interviewed, (n=62) 21% rated Group Games as very important. Individually, 19.3% of the males (n=31) and 22.6% of the females (n=31) rated it as a very important activity.

TABLE 48

Ex-Camper Rating of Group Games
in Helping Them Solve Their Problems
After Leaving Camp

	Very Important		Important		Unimportant		
	No.	%	No.	%	No.	%	N
Males	6	19.3	14	45.2	11	35.5	31
Females	7	22.6	13	41.9	11	35.5	31
Total	13	21.0	27	43.5	22	35.5	62

When asked if they had been in another program or institution besides the Eckerd program, 34.4% of the total population (n=64) said yes. Less males 16.1% than females (51.5%) had been in another program. When asked to compare the Eckerd camp to these other programs, all the males and females agreed that they preferred the Eckerd camp. Table 49 contains a breakdown of answers provided by the ex-campers regarding other programs.

TABLE 49

Number of Campers
Who Have Been in Other Youth Programs
Besides the Eckerd Camps

	Yes		No		
	No.	%	No.	%	N
Males	5	16.1	26	83.9	31
Females	17	51.5	16	48.5	33
Total	22	34.4	42	65.6	64

The ex-campers interviewed were provided nine reasons which they felt prevented them from accomplishing their goals at camp. These reasons were:

1. I was stubborn and wouldn't cooperate.
2. I was not motivated to be right.
3. I was bitter toward family and friends.
4. I enjoyed doing things wrong.
5. I played around too much.
6. I gave up.
7. I thought too much about the past.
8. I ran away too much.
9. Other _____.

Each ex-camper interviewed was asked to rank (1, 2, 3) these possible reasons (main, second, and third).

The total population interviewed selected choice number 1 (I was stubborn and wouldn't cooperate) and number 3 (I was bitter toward my family and friends) as the most common reason for not achieving their goals. Tables 50, 51, and 52 are a breakdown of the ex-campers views.

TABLE 50

Main Reason Campers Felt Prevented Them From Achieving Their Goals at Camp

	1	2	3	4	5	6	7	8	9	N
Males	7	0	4	0	4	3	6	7	0	31
Females	8	6	11	0	0	2	0	2	4	33
Total	15	6	15	0	4	5	6	9	4	64

Key = 1. I was stubborn and wouldn't cooperate.
2. I was not motivated to be right.
3. I was bitter toward family and friends.
4. I enjoyed doing things wrong.
5. I played around too much.
6. I gave up.
7. I thought too much about the past.
8. I ran away too much.
9. Other.

TABLE 51

Second Reason Campers Felt Prevented Them

From Achieving Their Goals at Camp

	1	2	3	4	5	6	7	8	9	MD	N
Males	1	1	6	0	9	3	8	3	0	0	31
Females	8	3	5	2	0	2	9	3	0	2	33
Total	9	4	11	2	9	5	17	5	0	2	64

Key = 1. I was stubborn and wouldn't cooperate.
2. I was not motivated to be right.
3. I was bitter toward family and friends.
4. I enjoyed doing things wrong.
5. I played around too much.
6. I gave up.
7. I thought too much about the past.
8. I ran away too much.
9. Other.
MD - Missing Data

TABLE 52

Third Reason Campers Felt Prevented Them From Achieving Their Goals at Camp

	1	2	3	4	5	6	7	8	9	MD	N
Males	2	5	3	1	6	5	2	6	1	0	31
Females	6	2	6	0	4	5	6	0	1	3	33
Total	8	7	9	1	10	10	8	6	2	3	64

Key = 1. I was stubborn and wouldn't cooperate.
2. I was not motivated to be right.
3. I was bitter toward family and friends.
4. I enjoyed doing things wrong.
5. I played around too much.
6. I gave up.
7. I thought too much about the past.
8. I ran away too much.
9. Other.
MD - Missing Data

Table 53 presents a rank order (total number of times each reason was selected as main, second, third) of the reason campers felt prevented them from achieving their goals while at camp. From the data it can be seen that reasons one, three, and six was selected most often.

TABLE 53

Rank Order of Reasons Campers Felt Prevented Them From Achieving Their Goals at Camp

Rank		Total	Males	Females
1. 3	1-I was stubborn and wouldn't cooperate.	35	13	22
2. 1	3-I was bitter toward family and friends.	32	10	22
3. 7	6-I gave up.	31	16	15
4. 5	8-I ran away too much.	23	19	4
5. 6	7-I thought too much about the past.	20	11	9
6. 8	5-I played around too much.	20	16	4
7. 2	2-I was not motivated to be right.	17	6	11
8. 9	4-I enjoyed doing things wrong.	6	1	5
9. 4	9-Other.	3	1	2

The ex-campers interviewed were provided 8 reasons which could have helped them to achieve their goals while at camp. These reasons were:

1. Chiefs were tough on me (wouldn't let me get away with anything).
2. Camp was a safe place.
3. The camp was a positive place.
4. There were problem solving sessions.
5. We were always discussing things.
6. Other people in the group had the same kind of problems which I had.
7. The trips.
8. Other _____.

Each camper interviewed was asked to select the three reasons which helped them most while in camp and to rate the reasons as the main, second, and last. The total population (n=64) selected reason number 1 as the main reason, number 3, as the second, and number 7 as the last. Tables 54, 55, and 56 reflect the breakdown of how the ex-campers viewed the reasons which helped them achieve their goals in camp.

TABLE 54

Camper Rating of Main Reason Which Helped Them Achieve Goals While at Camp

	1	2	3	4	5	6	7	8
Males	8	1	5	6	1	7	3	0
Females	9	8	3	4	0	1	4	4
Total	17	9	8	10	1	8	7	4

Key = 1. Chiefs were tough on me (wouldn't let me get away with anything).
2. Camp was a safe place.
3. Camp was a positive place.
4. There were problem solving sessions.
5. We were always discussing things.
6. Other people in the group had the same kind of problems which I had.
7. The trips.
8. Other.

TABLE 55

Camper Rating of Second Reason Which Helped Them Achieve Goals While at Camp

	1	2	3	4	5	6	7	8
Males	5	1	7	4	4	6	4	0
Females	3	4	6	3	7	4	2	4
Total	8	5	13	7	11	10	6	4

Key = 1. Chiefs were tough on me (wouldn't let me get away with anything).
2. Camp was a safe place.
3. Camp was a positive place.
4. There was problem solving sessions.
5. We were always discussing things.
6. Other prople in the group had the same kind of problems which I had.
7. The trips.
8. Other.

TABLE 56

Camper Rating of Last Reason Which Helped Them Achieve Goals While at Camp

	1	2	3	4	5	6	7	8
Males	1	0	1	7	4	2	13	3
Females	1	2	0	5	1	13	5	2
Total	2	2	1	12	5	15	18	5

Key = 1. Chiefs were tough on me (wouldn't let me get away with anything).
2. Camp was a safe place.
3. Camp was a positive place.
4. There were problem solving sessions.
5. We were always discussing things.
6. Other people in the group had the same kind of problems I had.
7. The trips.
8. Other.

The ex-campers were provided a list of four skills for handling problems. they were:

1. Control my temper and don't fight.
2. Handle problems as they arise.
3. Get along better with my family.
4. Talk things out with people.

The ex-campers were asked which skill they thought has been most useful in solving problems they had encountereed since leaving camp. The ex-campers were asked to rank them in order of importance.

The total population interviewed (n=61) selected reason number 4 as the most important. The second most important reason was number 1. The third most important reason was number 2 and the least important was number 3. Tables 57, 58, 59, and 60 are a breakdown on the ex-campers responses to the question.

TABLE 57

Most Important Problem Solving Skill

Since Leaving Camp

	1		2		3		4		
	No.	%	No.	%	No.	%	No.	%	N
Males	8	26.7	5	16.6	8	26.7	9	30.0	30
Females	9	29.0	8	25.8	3	9.7	11	35.5	31
Total	17	27.9	13	21.3	11	18.0	20	32.8	61

Key = 1. Control my temper and don't fight.
2. Handle problems as they arise.
3. Get along better with my family.
4. Talk things out with people.

TABLE 58

Second Most Important Problem Solving Skill Since Leaving Camp

	1		2		3		4		
	No.	%	No.	%	No.	%	No.	%	N
Males	9	30.0	8	26.7	8	26.7	5	16.6	30
Females	8	25.8	7	22.6	4	12.9	12	38.7	31
Total	17	27.9	15	24.6	12	19.7	17	27.9	61

Key = 1. Control my temper and don't fight.
2. Handle problems as they arise.
3. Get along better with my family.
4. Talk things out with people.

TABLE 59

Third Most Important Problem Solving Skill Since Leaving Camp

	1		2		3		4		
	No.	%	No.	%	No.	%	No.	%	N
Males	9	30.0	6	20.0	6	20.0	9	30.0	30
Females	6	19.4	12	38.7	6	19.4	7	22.6	31
Total	15	24.6	18	29.5	12	19.7	16	26.2	61

Key = 1. Control my temper and don't fight.
2. Handle problems as they arise.
3. Get along better with my family.
4. Talk things out with people.

TABLE 60

Least Important Problem Solving Skill

Since Leaving Camp

	1		2		3		4		
	No.	%	No.	%	No.	%	No.	%	N
Males	4	12.9	11	35.5	7	22.6	8	26.7	30
Females	8	25.8	4	12.9	18	58.1	1	3.2	31
Total	12	19.7	15	24.6	25	41.0	9	14.8	61

Key = 1. Control my temper and don't fight.
2. Handle problems as they arise.
3. Get along better with my family.
4. Talk things out with people.

During the interview the ex-campers were provided a response card containing a Likert Scale and corresponding happy to sad facial expression and asked to respond to a number of questions using points on this scale. Their responses are shown in Tables 61 through 79.

TABLE 61

Responses to the Question

"The Adults at Camp Were Fair"

	Total Population		Males		Females	
	F	%	F	%	F	%
Strongly Agree	22	34.4	16	51.6	6	18.2
Agree	26	40.6	10	32.3	16	48.5
Neutral	7	10.9	2	6.4	5	15.2
Disagree	8	12.5	2	6.4	6	18.2
Strongly Disagree	1	1.6	1	3.3	0	0.0
N	64		31		33	

The males were more positive about fairness. However, both sexes agreed that the adults at camp were fair.

TABLE 62

Responses to the Question

"The Adults Were Not Strict Enough With Certain Campers"

	Total Population		Males		Females	
	No.	%	No.	%	No.	%
Strongly Agree	8	12.5	2	6.4	6	18.2
Agree	19	29.7	10	32.3	9	27.3
Neutral	8	12.5	3	9.7	5	15.2
Disagree	20	31.3	9	29.0	11	33.3
Strongly Disagree	9	14.1	7	22.6	2	6.1
N	64		31		33	

Generally, both sexes were neutral on strictness.

TABLE 63

Responses to the Question

"There Were Campers at Camp Who Tried

to Help Other Campers Out"

	Total Population		Males		Females	
	No.	%	No.	%	No.	%
Strongly Agree	28	43.8	14	45.2	14	42.4
Agree	30	46.9	14	45.2	16	48.5
Neutral	2	3.1	2	6.4	0	0.0
Disagree	4	6.3	1	3.2	3	9.1
Strongly Disagree	0	0.0	0	0.0	0	0.0
N	64		31		33	

Both sexes showed a very strong agreement here. There was a positive view of a helping behavior in camp.

TABLE 64

Responses to the Question

"Camp Was Much Better Than I Expected"

	Total Population		Males		Females	
	No.	%	No.	%	No.	%
Strongly Agree	30	46.9	19	61.3	11	33.3
Agree	19	29.7	7	22.6	12	36.4
Neutral	2	3.1	0	0.0	2	6.1
Disagree	5	7.8	3	9.7	2	6.1
Strongly Disagree	8	12.5	2	6.4	6	18.2
N	64		31		33	

There was a strong agreement between both sexes that camp was better than they had expected.

TABLE 65

Responses to the Question

"My Stay at Camp Helped Me Out a Great Deal"

	Total Population		Males		Females	
	No.	%	No.	%	No.	%
Strongly Agree	32	50.0	16	51.6	16	48.5
Agree	22	34.4	11	35.5	11	33.3
Neutral	3	4.7	2	6.5	1	3.0
Disagree	4	6.3	1	3.2	3	9.1
Strongly Disagree	3	4.7	1	3.2	2	6.1
N	64		31		33	

There was a very strong agreement on the degree that camp helped.

TABLE 66

Responses to the Question

"My Stay at Camp Helped Me Because

I Learned Something About Myself"

	Total Population		Males		Females	
	No.	%	No.	%	No.	%
Strongly Agree	32	50.0	15	48.4	17	51.5
Agree	21	32.8	10	32.3	11	33.3
Neutral	2	3.1	1	3.2	1	3.0
Disagree	9	14.1	5	16.1	4	12.1
Strongly Disagree	0	0.0	0	0.0	0	0.0
N	64		31		33	

There was a very strong agreement on the degree that camp helped the campers learn something about themselves.

TABLE 67

Responses to the Question

"My Family Thinks That Camp Helped Me"

	Total Population		Males		Females	
	No.	%	No.	%	No.	%
Strongly Agree	17	26.6	10	32.3	7	21.2
Agree	21	32.8	8	25.8	13	39.4
Neutral	8	12.2	4	12.9	4	12.1
Disagree	10	15.6	5	16.1	5	15.2
Strongly Disagree	8	12.5	4	12.9	4	12.1
N	64		31		33	

Both sexes showed a mixed feeling on this question.

TABLE 68

Responses to the Question

"My Friends Think That Camp Helped Me"

	Total Population		Males		Females	
	No.	%	No.	%	No.	%
Strongly Agree	8	12.5	3	9.7	5	15.2
Agree	27	42.2	12	38.7	15	45.5
Neutral	13	20.3	7	22.6	6	18.2
Disagree	6	9.4	3	9.7	3	9.1
Strongly Disagree	4	6.3	2	6.5	2	6.1
Missing Data	6	9.4	4	12.9	2	6.1
N	64		31		33	

The ex-campers felt the same on this question as on the previous one. It appears that the campers perceive family and friends as not supportive of the camping program, especially among the girls.

TABLE 69

Responses to the Question

"My Chances of Staying Out of Trouble

With the Law Are Better Since I've Been to Camp"

	Total Population		Males		Females	
	No.	%	No.	%	No.	%
Strongly Agree	26	40.6	8	25.8	18	54.5
Agree	19	29.7	9	29.0	10	30.3
Neutral	9	14.1	8	25.8	1	3.0
Disagree	5	7.8	2	6.5	3	9.1
Strongly Disagree	5	7.8	4	12.9	1	3.0
N	64		31		33	

The females showed a very strong support for the view of staying out of trouble. The males have less self-confidence as shown by only a slightly positive feeling.

TABLE 70

Responses to the Question

"If I Had a Problem While I Was at Camp

I Would Go to My Group Leader First"

	Total Population		Males		Females	
	No.	%	No.	%	No.	%
Strongly Agree	21	32.8	12	38.7	9	27.3
Agree	25	39.1	12	38.7	13	39.4
Neutral	5	7.8	1	3.2	4	12.1
Disagree	9	14.1	4	12.9	5	15.2
Strongly Disagree	4	6.3	2	6.5	2	6.1
N	64		31		33	

Both sexes showed a strong positive feeling toward this question.

TABLE 71

Responses to the Question

"Most of the Staff at Camp

Took a Personal Interest in Campers"

	Total Population		Males		Females	
	No.	%	No.	%	No.	%
Strongly Agree	26	40.6	15	48.4	11	33.3
Agree	25	39.1	10	32.3	15	45.5
Neutral	4	6.3	1	3.2	3	9.1
Disagree	9	14.1	5	16.1	4	12.1
Strongly Disagree	0	0.0	0	0.0	0	0.0
N	64		31		33	

Both sexes showed a very strong view of the supportiveness of the camp staff.

TABLE 72

Responses to the Question

"The Religious Aspects of the Camp Program

Helped Me"

	Total Population		Males		Females	
	No.	%	No.	%	No.	%
Strongly Agree	14	21.9	8	25.8	6	18.2
Agree	24	37.5	12	38.7	12	36.4
Neutral	8	12.5	1	3.2	7	21.2
Disagree	11	17.2	8	25.8	3	9.1
Strongly Disagree	7	10.9	2	6.5	5	15.2
N	64		31		33	

Both sexes showed mixed feelings, however they were slightly more positive.

TABLE 73

Responses to the Question

"Because of the Camp Program I Am Now Able

to Get Along Better With My Family"

	Total Population		Males		Females	
	No.	%	No.	%	No.	%
Strongly Agree	30	46.9	15	48.4	15	45.5
Agree	18	28.1	9	29.0	9	27.3
Neutral	4	6.3	3	9.7	1	3.0
Disagree	12	18.8	4	12.9	8	24.2
Strongly Disagree	0	0.0	0	0.0	0	0.0
N	64		31		33	

The campers showed a strong positive feeling of self-confidence.

TABLE 74

Responses to the Question

"If I Keep Out of Trouble on the Outside

It Will Be Because of What I Learned at Camp

	Total Population		Males		Females	
	No.	%	No.	%	No.	%
Strongly Agree	17	26.6	10	32.3	7	21.2
Agree	24	37.5	8	25.8	16	48.5
Neutral	4	6.3	2	6.5	2	6.1
Disagree	14	21.9	8	25.8	6	18.2
Strongly Disagree	5	7.8	3	9.6	2	6.1
N	64		31		33	

Both males and females showed a strong positive feeling to this question.

TABLE 75

Responses to the Question

"The Staff Members at Camp

Really Tried to Help Me"

	Total Population		Males		Females	
	No.	%	No.	%	No.	%
Strongly Agree	34	53.1	22	71.0	12	36.4
Agree	23	35.9	8	25.8	15	45.4
Neutral	4	6.3	1	3.2	3	9.1
Disagree	3	4.7	0	0.0	3	9.1
Strongly Disagree	0	0.0	0	0.0	0	0.0
N	64		31		33	

Both sexes showed strong support that camp staff really tried to help.

TABLE 76

Responses to the Question

"The Best Way to Make It at Camp

Was Not to 'Rat' on Someone Else"

	Total Population		Males		Females	
	No.	%	No.	%	No.	%
Strongly Agree	8	12.5	5	16.1	3	9.1
Agree	8	12.5	2	6.5	6	18.2
Neutral	7	10.9	4	12.9	3	9.1
Disagree	20	31.3	7	22.6	13	39.4
Strongly Disagree	21	32,7	13	41.9	8	24.2
N	64		31		33	

Data from this question shows a degree of support of camp imposed norms. However, because of the wording of the question, the data was not considered valid.

TABLE 77

Responses to the Question

"I Like Myself Better Now

Because of What Happened at Camp"

	Total Population		Males		Females	
	No.	%	No.	%	No.	%
Strongly Agree	23	35.9	15	48.4	8	24.2
Agree	26	40.6	7	22.6	19	57.6
Neutral	10	15.6	6	19.3	4	12.1
Disagree	5	7.8	3	9.7	2	6.1
Strongly Disagree	0	0.0	0	0.0	0	0.0
N	64		31		33	

Both sexes were strongly supportive of the camping program.

TABLE 78

Responses to the Question

"I Am Able to Control My Temper

Better Than Before I Went to Camp"

	Total Population		Males		Females	
	No.	%	No.	%	No.	%
Strongly Agree	19	29.7	12	38.8	7	21.2
Agree	20	31.3	5	16.1	15	45.5
Neutral	10	15.6	5	16.1	5	15.2
Disagree	9	14.1	4	12.9	5	15.2
Strongly Disagree	6	9.4	5	16.1	1	3.0
N	64		31		33	

Data reveals both sexes showed a positive support for the camping program.

TABLE 79

Responses to the Question

"If a Friend of Mine Got in Real Trouble

I Would Want Him/Her to Go to Camp"

	Total Population		Males		Females	
	No.	%	No.	%	No.	%
Strongly Agree	29	45.3	19	61.3	10	30.3
Agree	22	34.4	9	29.0	13	39.4
Neutral	5	7.8	2	6.5	3	9.1
Disagree	1	1.6	0	0.0	1	3.0
Strongly Disagree	7	10.9	1	3.2	6	18.2
N	64		31		33	

Both sexes showed a strong support for the program.

TABLE 80

Responses to the Question

"When I First Got Out of Camp,

If I Felt I Was Going to Get Back Into Real Trouble,

I Would Ask to be Sent Back to Camp Before It Happened"

	Total Population		Males		Females	
	No.	%	No.	%	No.	%
Strongly Agree	25	39.1	15	48.4	10	30.3
Agree	10	15.6	6	19.4	4	12.1
Neutral	8	12.5	3	9.7	5	15.2
Disagree	10	15.6	4	12.8	6	18.2
Strongly Disagree	11	17.2	3	9.7	8	24.2
N	64		31		33	

Data reveals both sexes were supportive of the program, especially the males.

The ex-campers were asked to describe the degree of support they received from "chiefs", family workers, counselors, or others during the first 6 months, second 6 months, and after one year from their departure from the camp. Nearly three-fourths of the ex-campers indicated that they received help during the first 6 months after leaving camp (Table 81). Three-fourths also indicated that they received no help during the second 6 month period (Table 82) and 87.5% received no help beyond one year from departure (Table 83).

TABLE 81

Help Received During 1st. Six Months After Camp Release

Category	Total population		Males		Females	
	No.	%	No.	%	No.	%
Chief	15	23.4	8	25.8	7	21.2
Family Worker	10	15.6	7	22.6	3	9.1
Social Worker	12	18.8	5	16.1	7	21.2
Camp Director	3	4.7	0	0.0	3	9.1
No Help	24	37.5	11	35.5	13	39.4
N	64		31		33	

TABLE 82

Help Received During 2nd. 6 Months After Camp Release

Category	Total Population No.	%	Males No.	%	Females No.	%
Chief	8	12.5	2	6.4	6	18.2
Family Worker	2	3.1	0	0.0	2	6.1
Social Worker	7	10.9	3	9.7	4	12.1
No Help	47	73.4	26	83.8	21	63.6
N	64		31		33	

TABLE 83

Help Received Beyond 1 Year After Release

Category	Total Population No.	%	Males No.	%	Females No.	%
Chief	4	6.3	0	0.0	4	12.1
Family Worker	2	3.1	1	3.2	1	3.0
Social Worker	2	3.1	1	3.2	1	3.0
No Help	56	87.5	29	93.6	27	81.8
N	64		31		33	

When the ex-campers were asked if they returned to school after leaving camp, 93.8% of the total population interviewed indicated they had returned upon camp release. Table 85 contains a breakdown of ex-campers returning to school. The data indicates that the females had a slightly better record than the males for returning to school.

TABLE 84

Ex-Campers Returning to School Upon Release

Category	Yes		No.		N
	No.	%	No.	%	
Males	28	90.3	3	9.7	31
Females	32	97.0	1	3.0	33
Total Population	60	93.8	4	6.3	64

Table 86 reflects the type of school the ex-campers returned to. The data indicates a higher percentage of the males returned to regular schools than the females. More females returned to private or special schools than the males.

TABLE 85

Type of Schools to Which Ex-Campers Enrolled in After Camp

Category	Regular No.	Regular %	Special Ed. No.	Special Ed. %	Other No.	Other %	MD	N
Males	25	80.6	1	3.2	2	6.5	2	31
Females	24	72.7	0	0.0	8	24.2	1	33
Total	49	76.6	1	1.6	10	15.6	3	64

M = Missing Data

Table 87 reflects the number of years the ex-campers (not graduating) remained in school after leaving camp. The data reveals that of the total number of ex-campers who returned to school after camp (n=60), 21.6% graduated (males 14.3%, females 28%).

TABLE 86

Length of Time Ex-Campers (Not Graduating)

Remained in School

Years	No. Leaving After Year Completed	Males Cumulative	%	No. Leaving After Year Completed	Females Cumulative	%
Less Than 1	5	24	100	1	23	100
1	6	19	79.2	13	22	95.6
2	8	13	54.2	4	9	39.1
3	0	5	20.9	1	5	21.8
4	4	5	20.9	0	4	17.4
5	1	1	4.3	3	4	17.4
6				1	1	4.4
Sub-Total	24			23		
Graduating	4			9		
Total	28			32		

Males Graduates (n-4) - 1 graduated by completing school work
3 graduated by G.E.D.

Female Graduates (n=9) - 6 graduated by completing school work
3 graduated by G.E.D.

The ex-campers interviewed were asked if they had any court contacts since leaving camp. They were provided an arrest code sheet and asked to list court contacts for the first 6 months, second 6 months, second year and third year, and after since leaving camp. Table 88, 89, 90, and 91 is a breakdown of how the ex-campers responded to the question. The data (Table 88) reveals that 68.8% of the males (n=31) and 75.8% of the females (n=33) had no legal convictions during the first 6 months after leaving camp. During the second 6 months (Table 89) after leaving camp, 56.3% of the males (n=31) and 81.8% of the females (n=33) had no legal convictions. During the second year (Table 90) after leaving camp, 65.6% of the males (n=31) and 81.8% of the females (n=33) had no legal convictions. During the third year and after (Table 91) reveals that 51.6% of the males (n=31) and 84.8% (n=33) had no legal convictions.

TABLE 87

Severity of Convictions 1st. 6 Months

Category	Code	Total Population No.	%	Males No.	%	Females No.	%
No. Convictions		44	68.8	19	61.3	25	75.8
Truancy	123	3	4.7	2	6.5	1	3.0
Runaway-Home	125	7	10.9	2	6.5	5	15.2
Family Problems	133	3	4.7	1	3.2	2	6.1
School Problems	136	1	1.6	1	3.2		
Petit Larceny	512	1	1.6	1	3.2		
Break and Enter	542	1	1.6	1	3.2		
Grand Larceny	582	1	1.6	1	3.2		
Aggravated Assault	721	3	4.7	3	9.7		
N		64		31		33	

TABLE 88

Severity of Convictions 2nd. 6 Months

Category	Code	Total Population No.	%	Males No.	%	Females No.	%
No. Convictions		36	56.3	9	29.0	27	81.8
Truancy	123	3	4.7	3	9.7		
Runaway-Home	125	4	6.3	1	3.2	3	9.1
Fight with Family	133	2	3.1	0		2	6.1
Loit.-Vagrancy-Truancy	153	3	4.7	3	9.7		
Disturbing Peace	163	1	1.6	1	3.2		
Drunk	173	2	3.1	2	6.5		
Conceiled Weapon	183	1	1.6	1	3.2		
Break and Enter	542	2	3.1	2	6.5		
Auto Theft	562	1	1.6	1	3.2		
Grand Larceny	582	2	3.1	1	3.2	1	3.0
Burglary	592	3	4.7	3	9.7		
Arson	622	1	1.6	1	3.2		
Assault and Battery	711	1	1.6	1	3.2		
N		64		31		33	

TABLE 89

Severity of Convictions 2nd. Year

Category	Code	Total Population No.	%	Males No.	%	Females No.	%
No. Convictions		42	65.6	15	48.4	27	81.8
Truancy	123	5	7.8	2	6.5	3	9.1
Runaway-Home	125	3	4.7	1	3.2	2	6.1
Simple Assault	191	1	1.6	1	3.2		
Minor Theft	502	2	3.1	2	6.5		
Petit Larceny	512	1	1.6	0	0.0	1	3.0
Break and Enter	542	3	4.7	3	9.7		
Auto Theft	562	1	1.6	1	3.2		
Grand Larceny	582	1	1.6	1	3.2		
Burglary	592	3	4.7	3	9.7		
Arson	622	1	1.6	1	3.2		
Assault and Battery	711	1	1.6	1	3.2		
N		64		31		33	

TABLE 90

Severity of Convictions 3rd. Year and After

Category	Code	Total Population No.	%	Males No.	%	Females No.	%
No. Convictions		44	68.8	16	51.6	28	84.8
Truancy	123	4	6.3	1	3.2	3	9.1
Runaway-Home	125	1	1.6	0	0.0	1	3.0
Drunk	173	1	1.6	1	3.2		
Pos.-Nonnarcotic Drug	413	1	1.6	1	3.2		
Petit Larceny	512	1	1.6	0	0.0		
Break and Enter	542	3	4.7	3	9.7		
Burglary	592	4	6.3	4	12.9		
Assault and Battery	711	2	3.1	2	6.4		
Aggrayated Assault	721	3	4.7				
N		64		31		33	

The last question the ex-campers was asked to respond to concerned their present occupation, marital status, and the number of children they had. Table 92 is a breakdown of the ex-camper's present occupation. Table 93 is a breakdown of their marital status. Table 94 is a breakdown of the number of children the ex-campers reported.

The data on the present occupations of the ex-campers reveal that 21.9% are unemployed, 3.1% are in the military services, 6.3% are prison inmates, 6.3% are in construction, .6% work in automotive repair, and 12.5% are housewives. The remainder of the ex-campers work in other trades.

The present marital status of the ex-campers is 65.6% single, 17.2% married, 63% separated, and 63% divorced. Fifty-one percent of the ex-campers have no children. Of the ex-campers who do have families, they average 1.29 child per family.

TABLE 91

Ex-Campers Present Occupation

Occupation	Total Population No.	%	Males No.	%	Females No.	%
Unemployed	14	21.9	8		6	18.2
Construction	4	6.3	4			
Cook	4	6.3	1		3	9.1
Prison Inmate	4	6.3	4			
Gen. Work	1	1.6	1			
Military	2	3.1			2	6.1
Custodial	3	4.7	3			
Auto. Work	1	1.6	1			
Recreation	1	1.6	1			
Chemical Work	6	9.4			6	18.2
Student	11	17.2	6		5	15.2
Housewife	8	12.5			8	24.2
Other	5	7.8	2		3	9.1
N	64		31		33	

TABLE 92

Marital Status

Category	Total Population No.	%	Males No.	%	Females No.	%
Single	42	65.6	24	77.4	18	54.5
Married	11	17.2	3	9.7	8	24.2
Separated	4	6.3	0	0.0	4	12.1
Divorced	4	6.3	3	9.7	1	3.0
Missing Data	3	4.7	1	3.2	2	6.1
N	64		31		33	

TABLE 93

Number of Children

Number	Total Population No.	%	Males No.	%	Females No.	%
No Children	51	79.7	25	80.7	26	78.8
1 Child	9	14.1	4	12.9	5	15.2
2 Children	3	4.7	1	3.2	2	6.1
Missing Data	1	1.6	1	3.2		
N	64		31		33	

Family Counselor, Interview: Results

In order to determine how the families or family substitutes viewed the camping program and its effect on the campers, each family or family substitute was interviewed. When asked if they were satisfied with the treatment their child received while in camp, 83.0% (n=44) replied with a "yes". Seventeen percent (n=9) of the parents were not satisfied with the treatment. Various reasons were given, but the general feeling of parents was that the camp did not help their child and in one case the parent felt the family relationship was hurt. When asked if they observed any changes in their child after he/she returned home from camp, 71.7% of the parents (n=38) answered with a "yes", 18.9% (n=10) answered with a "no", while 9.4% (n=5) did not remember.

An effort was made to determine how the ex-campers' HRS counselor, Youth counselor, or private referral contact felt regarding the effect camp had on the campers. In this effort, the researchers were unable to locate a sufficient number to gain any insight. A possible reason for this inability to locate these people was the length of time which had elapsed since the campers were referred to camp. Only five counselors or teachers could be located. Those that were located generally felt the campers had an average to slightly above average chance for success after camp.

The camper and/or his parents were asked if they could recommend a friend, neighbor, or acquaintance who knew the

camper before and after camp who the researchers could interview and obtain additional information regarding the camp and its effects on the camper. The researcheres were unable to accomplish this. Two reasons given by the campers or their parents which prevented the gathering of additional data from the friends or neighbors were:

1. Only the campers family had any knowledge of the camper being in camp and they did not want other people brought into the interviews.
2. The family moved during or after the camper left camp, therefore the family did not have anyone close enough to recommend for the interview.

SUMMARY

General Descriptive Characteristics of the Campers Prior to Entry into the Program

The mean age of campers at entry into the program was 13.29 years. Campers entry age ranged from 9 years to 18 years. The mean age of the males was 12.7 and females 13.9, a difference of 1.2 years.

The total population was 89.3% white, 9.9% black, and .6% Native American and Spanish-Latin (Table 3).

The educational level of campers prior to entry into the program ranged from grade 2 to grade 11. The average grade entry level was 6.8. Analysis reveals that females averaged 1.6 grades ahead of the males. The greater average age of the females explains a portion of their more advanced grade level over the males, however where the males averaged two grade levels behind what would be expected of their average age, the females averaged only one grade level behind.

Referral History

The majority of these subjects entered the program from Pinellas (43%) and Hillsborough (30%) counties (Table 6). This was to be expected since two of the three camps in existance during the study were located near these very populous counties.

The majority of the campers were referred by the

court or legal systems (54%) while socio-economic services provided the second largest group (19%) (Tables 7, 8, 9, 10).

Family Background

The reported living situations for the campers prior to entry reflect the relative instability of family life during this period (Table 12). While the 1970 United States Census for Florida indicates that 78.4% of persons, under 18 years old, live with both parents, 68.9% of the population of this study came from broken homes. Nearly 67.3% of the males and over 70% of the females resided in broken homes prior to entry (Table 12).

Within the family structure, the average number of children was 4.2 (Table 13). These campers tended to be second or later (Table 16) in birth order with 23.3% being first, 47.5% being middle and 14.4% being the last born (Table 17).

Court History

Prior to entering camp, approximately 64.6% of these campers had juvenile court convictions, with approximately 27.5% having multiple convictions (Table 17). The types of offenses which brought them into contact with the courts were non-delinquent status offenses (running away from home, truancy, and incorrigible) and crimes against property (breaking and entering, petit larceny).

The data indicates that 25 campers had prior youth commitments before entering the Eckerd Camping Program.

Length of Stay in Camp

The population of this study averaged 15.8 months tenure in camp. Their length of stay ranged from a minimum of .5 month to a maximum of 38 months. The average male at EHK remained in camp for 17.4 months while the average female remained in camp for 15.6 months. The average male at EMC remained in camp for 13.3 months. (Table 19). The analysis of variance reveals significant differences in Length of Stay between males and females (Table 20).

From the collected descriptive data, it can be concluded that during the period of March 1, 1968 to December 31, 1971:

- Campers averaged 13.3 years of age on entry (males 12.7 and females 13.9).
- Racial minorities made up only 10.5% of the population.
- The average entry grade level was 6.8 (males were 1.6 grade levels behind their age and females were 1 grade level behind.
- 73% came from Pinellas and Hillsborough counties.
- 54% were referred by court systems and 19% from socio-economic services.
- 68.9% came from non-normal home situations (without two natural or adoptive parents).
- Their families averaged 4.2 siblings and the campers tended to be second or later births.

- They tended to have juvenile conviction records prior to entry (64.6% with 27.5% having two or more), for those with a record they had tended to be status or minor theft problems.
- They had some prior youth commitments.
- Their stay in camp averaged 15.8 months (male 15.9 months and females 15.6 months).

Summary from the Personal Interviews

With regard to how they viewed entering the camping program, the feeling most often expressed by the ex-campers was positive (46.9%). This positive attitude was shared by both sexes. Negative feeling was expressed as the second (34.4%) most often feeling by the ex-campers (Table 21).

The large majority of the ex-campers (78%) felt that someone took a special interest in them while they were at camp (Table 22). The ex-campers (59.4%) felt that this special interest was caused by a genuine concern for them (Table 23).

The responses most often given by the ex-campers regarding their personal goals while at camp was (1) had no goals, (2) to get out of camp and go home, and (3) to learn to be a better person (Tables 24 and 25).

Camp activities which helped to solve problems while at camp were viewed by ex-campers in varying strengths. The ex-campers rated Trips (Table 26), Problem Solving Sessions (Table 27), Family Conferences (Table 29), and

Pow-Wows (Table 30) as being most helpful. Fishing (Table 35), Planning Sessions and Menu Development (Table 31) and Group Games (Table 36) received the lowest rating.

Camp activities which helped to solve problems after leaving camp were viewed by the ex-campers somewhat differently from the usefulness of the same activities while at camp. Trips (Table 38), Construction Activities (Table 40), Problem Solving Sessions (Table 38), Family Conferences (Table 41), Craft Projects (Table 46), and Cooking (Table 45) received the most positive rating. The males rated Construction as more positive than did females. The females rated cooking as a more positive factor than did males. There were no significant differences between how the males and females rated the other activities. Pow-wows (Table 42), Chapel and Vespers (Table 44), Group Games (Table 48, and Fishing (Table 47) received the weakest response.

The ex-campers which had been in other programs or institutions for boys or girls indicated the camping program to be better.

The ex-campers indicated tht the three main reasons which could have prevented them from achieving their goals while at camp to be -

1. I was stubborn and wouldn't cooperate.
2. I was bitter toward family and friends.
3. I ran away too much.

The ex-campers indicated that the three main reasons which helped them achieve their goals while at camp were:

1. Chiefs were tough on me (wouldn't let me get away with anything).
2. The camp was a positive place.
3. The Trips.

The ex-campers rated the skills they learned in camp which helped them most since leaving camp as:

1. Talk things out with people.
2. Control my temper and don't fight.
3. Handle problems as they arise.
4. Get along better with my family.

Ex-campers felt that the adults at camp were fair (Table 61), but they were neutral in their feelings about whether the adults were not strict enough with certain campers (Table 62). The ex-campers had strong positive feelings on whether there were campers at camp who tried to help other campers out (Table 63). A large portion (46.9%) of the ex-campers thought camp was much better than they expected (Table 64). Both males and females strongly agreed (50%) that their stay in camp helped them out a great deal (Table 65) and 50% thought their stay at camp helped them to learn something about themselves (Table 66). The ex-campers were pretty much neutral on their feelings regarding whether their family or friends thought camp helped them (Table 67 and 68). A majority (70%) of the ex-campers thought their chances of staying out of trouble with the law was better since being in camp (Table 69). The ex-campers were pretty close to being neutral on their feelings re-

garding who they would go to in camp if they had a problem (Table 70). There was a strong positive feeling (80%) among the ex-campers that most of the staff at camp took a personal interest in campers (Table 71). A majority (75%) of the ex-campers had a positive feeling that, because of the camp program they were able to get along better with their family (Table 73). A majority (64%) of the ex-campers agreed that if they stayed out of trouble on the outside, it would be because of what they learned in camp (Table 74). There was a strong (89%) positive feeling regarding whether staff members at camp really tried to help them (Table 75). The majority of the ex-campers agreed that they liked themselves better now because of what happened at camp (Table 77) and they were able to control their temper better since camp (Table 78). A majority (80%) of the ex-campers agreed that when they first got out of camp and felt they were going to get back into real trouble, they would ask to be sent back to camp (Table 79).

On the question of whether they would want a friend of theirs to go to camp if the friend was in real trouble, the responses given by males differed significantly from the responses given by females. The males were more positive in their feeling than females.

From the interviews of a sample of the population enrolled in the Eckerd Camps between March 1, 1968 through December 31, 1971, it was found that:

- Ex-campers felt that camp staff took a special interest in them and were fair.
- On entry most campers desired to become a better person or just get back home. However, many had no particular goals on arrival at the camp.
- They felt that the following activities were especially helpful in problem-solving while in camp:

  Trips

  Problem Solving Sessions

  Family Conferences

  Pow-Wows
- They felt that the skills gained in Trips, Problem Solving Sessions, Construction Projects, Craft Projects, Family Conferences, and Cooking continued to help them after leaving camp.
- Those hwo had been in other programs before or since the Eckerd program, felt the Eckerd program was superior.
- The main reasons for failure to achieve personal goals were:

  Stubbornness and lack of cooperation

  Running away

  Bitter toward family and friends
- The main factors helping them achieve personal goals were:

Strictness of staff

Camp was a positive place

Trips

- The most valuable skills learned in camp were:

  Controlling temper

  Ability to handle problems

  Talking problems out

  Getting along with family

- They felt that other campers were willing to help and share.
- They felt that camp helped them personally and that they learned a great deal about themselves as a result.
- They felt that their chances of staying out of trouble were improved by the camp experience.
- They felt there were better able to get along with their families as a result of camp experiences.
- They felt they could better control their temper since camp.
- When they were first released, they would have elected to return to camp if they felt that they were getting in trouble.
- They would elect to refer a friend to camp who was getting into difficulty.

<u>After Camp Results</u>

Thirty seven percent of the ex-campers received no help the first 6 months after leaving camp. The ex-campers

who did receive help reported that the help was evenly distributed between chiefs, Family Workers, and Social Workers (Table 82). The same situation existed for the second 6 months and thereafter (Tables 83 and 84).

The data reveals that 93.5% of the ex-campers returned to school after camp. Of those who returned to school, 76.6% returned to regular school, 1.6% were placed in special education classes, and 15.6% went to private schools. These ex-campers stayed in school an average of 1.6 years after returning to school and 21.6% graduated. Individually, 28% of females graduated while 14.3% of males finished.

The data reveals that during the first 6 months after leaving camp, 68.8% of the ex-campers had no contact with the law. Of those ex-campers who did come into contact with the law, only three criminal acts against property and three criminal acts against a person was reported. The remaining contacts were for running away from home or school and family or school problems (Table 88).

During the second 6 months after leaving camp, 56.3% of the ex-campers had no convictions. Individually, 29% of the males and 81.8% of the females had no convictions. The severity of the crimes increased for this period of time (Table 89).

For the second and third year after leaving camp and thereafter, 65.6% and 68.8% of the ex-campers had no convictions. Of the females 82% and 85% received no convictions

while 48% and 52% of the males received no convictions (Tables 90 and 91).

The data on the present occupations of the ex-campers reveal that 21.9% are unemployed, 3.1% are in the military services, 6.3% are prison inmates, 6.3% are in construction, and 12.5% are housewives. The remainder of the ex-campers work in other trades (Table 92).

The present marital status of the ex-campers is 65.6% single, 17.2% married, 6.3% separated, and 6.3% are divorced. Of the ex-campers 79.7% have no children. Of the ex-campers who do have families, they average 1.25 child per family (Table 93 and 94).

From interviews and available records, the following results were determined for those campers enrolled in Eckerd Camps from March 1, 1968 through December 31, 1971:

- 37% received no assistance from camp personnel after departure.
- 94% returned to school - averaging 1.6 years in school after release.
- 21.6% ultimately graduated from school (males 14.3%, females 28%).
- 68.8% had no legal convictions in the first 6 months after release.
- 56.3% had no legal convictions in the second 6 months after release.
- 65.6% had no legal convictions during the second year after release (males 48%, females 82%).

- 68.8% had no legal convictions in the third year after release (males 52%, females 85%).
- Presently, 78% of these ex-campers are employed (6.3% of males are in prison).
- 17.2% of the ex-campers are currently married and 12.6% are divorced or separated.

COMPUTER DATA FORM
ECKERD FOUNDATION

NAME _____ _____ _____
first (1:1-12) middle (1:1-12) last (1:15-26)

ADDRESS _____ _____ _____
street (1:29-61) city (1:54-69) state(1:72-73)

ZIP CODE _ _ _ _ _ (1:76-80)

CAMPER ID NUMBER _ _ _ _ _ _ _ _ _ (2:1-8)

CAMP _____(2:11-12)

STATE IN WHICH CAMP IS LOCATED _____(2:9-10)

CAMPER'S RESIDENCE AT ENTRY _____ _____
state county (2:13-18)

SEX _____(2:22) RACE _____(2:23)

DATE OF BIRTH _____ _____ _____
month (2:26-27) day(2:28-29) year (2:24-25)

DATE OF REFERRAL _____ _____ _____
month(2:32-33) day(2:34-35) year (2:30-31)

DATE OF ENTRY _____ _____ _____
month(2:38-39) day(2:40-41) year (2:36-37)

REFERRAL AGENCY _____(2:45-46)

PROGRAM ACCEPTANCE: YES ___ NO ___(2:47)

IF NOT ACCEPTED, WHY? _____(2:48-49)

NUMBER OF LEGAL CONVICTIONS: (Conviction: those referral offenses for which action was taken, i.e. probation, counseling, commitment)

IN 1 YEAR PRIOR TO ENTRY _____ (2:50-51)
1 to 2 YEARS PRIOR TO ENTRY _____ (2:52-53)
2 to 3 YEARS PRIOR TO ENTRY _____ (2:54-55)
TOTAL OF ALL YEARS PRIOR TO ENTRY _____ (2:56-57)

TYPE OF OFFENSE FOR CONVICTIONS:
MOST RECENT _____(2:58-60)
2nd MOST RECENT _____(2:61-63)
3rd MOST RECENT _____(2:64-66)

NUMBER OF YOUTH REFERRALS: (Youth Referral: offenses for which youth services became involved)

1 YEAR PRIOR TO ENTRY _____(2:69)
TOTAL OF ALL YEARS _____(2:67-68)

TYPE OF REFERRALS: (Disposition of Youth Referral: i.e. try center family group home, training school, counseling)

MOST RECENT _____ (2:70-71)
2nd MOST RECENT _____ (2:72-73)
3rd MOST RECENT _____ (2:74-75)

YOUTH COMMITMENTS: (Do not count suspended commitments)

1 YEAR PRIOR TO ENTRY _____ (2:78)
TOTAL ALL YEARS _____ (2:76-77)

TYPE OF COMMITMENTS: (Type of Program Child entered after commitment)

LAST _____ (2:79-80)

NEXT TO LAST _____ (3:1-2)

FAMILY INCOME: (annual) _____ (3:3-4)

WHICH FAMILY MEMBERS GENERATE THIS INCOME _____ (3:5)

TOTAL NUMBER OF CHILDREN IN FAMILY (including camper) _____ (3:6-7)

BIRTH ORDER OF CAMPER _____ (3:8-9)

WHOM CAMPER LIVED WITH PRIOR TO ENTRY (relationship) _____ (3:10-11)

SCHOOL GRADE ENROLLED IN IMMEDIATELY PRIOR TO ENTRY _____ (3:12-13)

TRUANCIES: NUMBER IN 1 YEAR PRIOR TO ENTRY _____ (3:14-15)
NUMBER BETWEEN 1 and 2 YEARS PRIOR TO ENTRY _____ (3:16-17)
NUMBER BETWEEN 2 and 3 YEARS PRIOR TO ENTRY _____ (3:18-19)

FAMILY WORKER INTERVIEW PERCEPTIONS OF BEHAVIOR: (Using the scale below)

NEVER, RARELY (1) FREQENTLY (3) NOT KNOWN OR OBSERVED (0)
OCCASIONALLY (2) USUALLY, ALWAYS (4)

ORGANIZATION	_____	(3:20)
MOTIVATION	_____	(3:21)
GETTING ALONG WITH TEACHERS	_____	(3:22)
READING PROGRESS	_____	(3:23)
MATH PROGRESS	_____	(3:24)
BEHIND IN GRADE LEVEL	_____	(3:25)
DIFFICULTY WITH CLASSMATES	_____	(3:26)
DIFFICULTY WITH PLAYGROUND ACTIVITIES	_____	(3:27)
IMPULSIVENESS	_____	(3:28)
FRUSTRATION TOLERANCE	_____	(3:29)
DISRUPTIVENESS	_____	(3:30)

DATE OF DEPARTURE FROM PROGRAM _____ _____ _____
month (11:13-14) day (11:15-16) year (11:11-12)

REASON FOR DEPARTURE _____
(11:17-18)

DATE FOR ENTRY IN TRANSITIONAL CLASSROOM _____ _____ _____
month day year

PERSON COMPILING INFORMATION ABOVE: _____

DATE INFORMATION WAS COMPILED: _____

If the client has had a mother, father, step-mother, etc., whom he has lived with within the last three years, that has been convicted of a violation that has led to a loss of liberty on their part, please make note of this below.

DATE	RELATIONSHIP	OFFENSE	DAYS INCARCERATED	WHERE

1. Can you remember your feelings at the time you decided you were going to camp?

   Yes No

   If your answer was yes, were your feelings:

   Positive (wanted to go)
   Negative (objected to going, but kept my feelings to myself)
   Apprehensive (wanted to go, but was afraid of what was ahead of me)
   Neutral (did not care one way or the other)

2. Did someone take a special interest in you at camp?

   Yes No

   Who was this person?

   Why do you think this person took a special interest in you?

   1. It was his job
   2. Wanted to help
   3. Needed someone to be with
   4. Had a problem similar to yours
   5. Don't know
   6. Other _____

   Have you talked or written to this person since leaving camp?

   Yes No

3. We are interested in your personal goals while at camp. Please list below what your personal goals were.

   No. 1 (main goal)

   No. 2 (second goal)

   No. 3 (third goal)

4. The following is a list of activities that happened while you were at camp. Please rate each activity as to how important it was in helping you solve your problems while in camp.

	Very Important	Important	Not Important
Trips			
Problem Solving			
Construction			
Family Conferences			
Pow Wow			
Plans and Menus			
Chapel and Vespers			
Cooking			
Crafts			
Fishing			
Group Games			

5. The following is a list of 11 activities that happened while you were at camp. Considering your experiences since leaving the camp, please rate each as to its importance in helping you cope with problems you have encountered in school or at work.

	Very Important	Important	Not Important
Trips			
Problem Solving			
Construction			
Family Conferences			
Pow Wow			
Plans and Menus			
Chapel and Vespers			
Cooking			
Crafts			

Fishing

Group Games

6. Have you ever been in another program or institution for boys/girls your age?

Yes No

If yes, what? _____

If yes, how did Camp _____ compare with the other institution?

List the other institution, including location, approximate dates you were there and list specific differences.

7. Listed below are some reasons which could have prevented you from accomplishing your goal while at Camp _____ _____. Select the three reasons which you think kept you from achieving your goals while at Camp _____.

No. 1. - Main reason
No. 2. - Second reason
No. 3. - Third reason

I was stubborn and wouldn't cooperate _____

I was not motivated to be right _____

I was bitter toward family and friends _____

I enjoyed doing things wrong _____

I played around too much _____

I gave up _____

I thought too much about the past _____

I ran away too much _____

Other _____ _____

8. Listed below are some reasons which could have helped you achieve your goals while at Camp _____. Select the three reasons which you think helped you most.

No. 1. - Main reason
No. 2. - Second reason
No. 3. - Third reason

Chiefs were tough on me (wouldn't let me get away with anything) _____

Was a safe place _____

The camp was a positive place _____

The problem solving sessions _____

We were always discussing things _____

Other prople in the group had the same kind of problems which I had _____

The trips _____

Other _____ _____

9. Listed below are four tools for handling problems. In your opinion, which tool do you think has been most useful in solving problems you have encountered since leaving camp. Please rank them in order of most important to least important.

No. 1. - Most important
No. 2. - Second most important
No. 3. - Third most important
No. 4. - Least important

Control my temper and don't fight _____

Handle problems as they arise _____

Get along better with my family _____

Talk things out with people _____

Other _____

10. The ex-camper should be given a response card with the Likert Scale and corresponding facial descriptions. He/she will be asked to respond to the following questions by pointing to the most applicable face:

1. The adults at Camp _____ were fair. 1 2 3 4 5

2. The adults were not strict enough with certain campers. 1 2 3 4 5

3. There were campers at camp who tried to help other campers out. 1 2 3 4 5

4. Camp _____ was much better than I expected 1 2 3 4 5

5.	My stay at Camp _____ helped me out a great deal.	1 2 3 4 5
6.	My stay at Camp _____ helped me because I learned something about myself.	1 2 3 4 5
7.	My family things that Camp_____ helped me.	1 2 3 4 5
8.	My friends think that Camp _____ helped me.	1 2 3 4 5
9.	My chances of staying out of trouble with the law are better since I've been to camp.	1 2 3 4 5
10.	If I had a problem while I was at camp I would go to my group leader first.	1 2 3 4 5
11.	Most of the staff at camp took a personal interest in campers.	1 2 3 4 5
12.	The religious aspects of the camp program helped me.	1 2 3 4 5
13.	Because of the camp program I am now able to get along better with my family.	1 2 3 4 5
14.	If I keep out of trouble on the outside it will be because of what I learned at camp.	1 2 3 4 5
15.	The staff members at Camp _____ really tried to help me.	1 2 3 4 5
16.	The best way to make it at camp was not to "rat" on someone else.	1 2 3 4 5
17.	I like myself better now because of what happened at camp.	1 2 3 4 5
18.	I am able to control my temper better than before I went to camp.	1 2 3 4 5
19.	If a friend of mine got in real trouble I would want him/her to go to Camp _____.	1 2 3 4 5
20.	When I first got out of camp, if I felt I was going to get into real trouble, I would ask to be sent back to camp before it happened.	1 2 3 4 5

11. Since leaving camp can you describe the help that you have received from family workers and other counselors or friends? Separate and detail contacts with camp personnel, state agency workers and friends who are adults. Let the ex-camper reconstruct the aftercare situation.

First six months:

From six months to one year:

After one year:

12. Please describe your school experience since leaving camp:

Did you return to school?

Yes No

Type of school:

Regular _____ Special Education _____

Other _____

Name of school: _____

Location: _____

Number of years you attended: _____

Did you graduate/complete

Yes No

What problems did you have? _____

Were you able to overcome them? _____

Could camp have done any more to help you in school while you were in camp?

_____

If yes, what? _____

_____

13. We would like to know about any complaints or court contacts you have had since camp. Using the accompanying code sheet, code in nature of court contact using the other category if contacts does not fit a pre-arranged category.

First six months after camp

Second six months after camp

Second year after camp

Third year and after

14. Present Occupation_____

Marital Status Single _____ Married _____

Separated _____ Widowed _____

Children - _____
Number & Ages or Expected Delivery Date

GUIDELINES FOR INTERVIEWERS

ATTITUDE

a. There are no right or wrong answers
b. Complete acceptance of any and all responses
c. No evaluation of response by facial, body, or verbal action.
d. Respect for varying points of view
e. Appreciation for interviewee's assistance
f. Confidentiality

PROBING

a. Listen and hear before formulation of probes.
b. Always seeks clarity, not support or denial.
c. Use probes such as:
   "Would you tell me more about....."
   "Would you clarify to make sure I understand..."
   Rather than:
   "I agree - disagree - really!!
   "Why?"

STRATEGY FOR PROBES

a. Listen and wait for replies. Don't get nervous about silence.
b. Interviewee must talk more than the interviewer
c. Restate when necessary to insure clarity
d. Comments that might be made to interviewee:
   (1) "How you say it is less important than what you say."
   (2) "Say it in your own words."
   (3) "I'm more interested in what you think than how you say it."
   (4) "Say it as it is."
   (5) "Tell it to me the best way you know how."
e. Pacing - not too slow or too fast
f. Watch for boredom, fatigue.
g. Limit to forty minutes if possible
h. Keep on the track.
i. Use phrases you feel comfortable with.

TIPS FOR MAXIMUM EFFECTIVENESS

a. Setting - try to select with the interviewee a location free as possible from outside interference and noise.

b. Demeanor - express an air of confidence, friendliness, professionalism. Make the interviewee feel like he or she is receiving the benefits from the interview.

c. Appearance - stay neat and clean and well groomed at all times. Do not smoke, eat, drink, or chew gum during an interview.

d. Recording - the survey form must be completed so it can be read. Print if necessary.

e. Finalizing The Interview - let the interviewee ask the last question. Express appreciation for their help and remind them of confidentiality of their answers.

REFERENCE LIST

Apter, S. Therapeutic Camping: An Alternative Strategy for troubled Children. Journal of Clinical Psychology, Winter 1977.

Coleman, James C. Abnormal Psychology and Modern Life. Chicago: Scott, Foresman and Company, 1950.

Glasser, W. Reality Therapy. New York: Harper and Row, 1965.

Hallowitz. E. Camping for Disturbed Children. Mental Hygiene, 1950, 34, 406-422.

Hughes, A. H. & Dudley, H. K. An Old Idea for a New Problem: Camping as a Treatment for the Emotionally Disturbed in our State Hospitals. Adolescence, 1973, 8, 43-50.

Jack & Ruth Eckerd Foundation. Program Policy Manual, 1976.

Kimsey, L. & Frost, M. Long Term Camping for Emotionally Disturbed Boys. Paper presented at the 21st annual meeting of the American Association of Psychiatric Clinics for Children, Boston, November 1979.

Loughmiller, C. Wilderness Road. Austin, Texas: Hogg Foundation for Mental Health, 1965.

Lowry, T. P. Camping Theory: Its Uses in Psychiatry and Rehabilitation. Springfield, Ill.: C. C. Thomas, 1974

McNeil, D. Boys With Problems Grow Into Manhood: A Study of the Dallas Salesmanship Club Boys Camp. Unpublished manuscript, 1975.

McNeil, D. Therapeutic Camping for Disturbed Boys. Journal of Social Issues, 1957, 13, 1-62.

McNeil, E. Forty Years of Childhood: The University of Michigan Fresh Air Camp, 1921-1961. Michigan Quarterly Review, 1962, 1, 112-118.

Morse, W. From the University of Michigan Fresh Air Camp: Some Problems of Therapeutic Camping. Nervous Child, 1947, 6, 211-234.